BILINGUAL HANDBOOK OF EARLY LITERACY SKILLS FOR HISPANIC ENGLISH LEARNER PRESCHOOLERS

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BILINGUAL HANDBOOK OF EARLY LITERACY SKILLS FOR HISPANIC ENGLISH LEARNER PRESCHOOLERS

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Abstract

of

BILINGUAL HANDBOOK OF EARLY LITERACY SKILLS FOR HISPANIC ENGLISH LEARNER PRESCHOOLERS

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The purpose of this project is to create a guide to introduce English Learner Spanish-speaking preschoolers to early literacy skills and phonological awareness and thereby help them in the process of reading and writing when they enter Kindergarten. This guide is written in Spanish so that Spanish-speaking parents can help their children at home. It is also designed to be used by preschool teachers to develop literacy skills in the classroom. Specifically, this guide prepares Spanish-speaking preschoolers to recognize sounds, letters of the alphabet, and concepts of print in both languages.

_________________, Advisor
Nadeen Ruiz, Ph. D.

_________________
Date
DEDICATION

Este proyecto es la culminación de muchos años de esfuerzo y sacrificio dedicados a la educación. En especial quiero dedicarle este proyecto a mi esposo Gustavo que siempre estuvo ahí cuando lo necesite y agradecerle toda su comprensión y apoyo durante todos estos años. Gustavo, gracias a que tu siempre estuviste conmigo para apoyarme cuando yo estaba a punto de claudicar, pero con tu comprensión y palabras de apoyo siempre me diste la fuerza para seguir adelante y poder terminar la meta que me forje cuando llegamos a vivir a este país.

A mis hijos Diego y Edgar quienes fueron mi inspiración para crear este manual y poder ayudar a muchos otros niños que como ellos llegaron a América a aprender un nuevo idioma, incluso haber sido clasificados como “English Learner students” porque su primer idioma no era inglés. Y también quiero dar gracias al apoyo de sus maestras, Mrs. Anderson and Mrs. Mathews, quienes me motivaron a participar activamente en sus clases incluso cuando yo también estaba aprendiendo inglés.

A todos esos padres que como yo, siempre buscamos lo mejor para nuestros hijos y motivarlos a que continúen caminando siempre de la mano con ellos. Y que nunca se olviden de que si vinieron a este país fue porque estaban buscando mejores oportunidades para sus hijos y eso implica también darles una buena educación e involucrarse en lo que hacen en la escuela.

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Bertha Elena Hernández
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Chapter 1

INTRODUCTION

During the last several years the mobility of immigrants into the United States territory has increased considerably. California is one of the states that has experienced an enormous number of immigrants entering its borders. As a consequence of this mobility, more schools have students in the classrooms that must learn English as a second language. An English language learner (ELL) is a child whose first language is not English (Miramontes, Nadeau, & Commins,1997). The number of English learner (EL) students has grown consistently over the last 20 years (Tafoya, 2002) and will continue to grow in the future. Three hundred and twenty-nine different languages may be spoken in the homes of these children (U.S. English, Inc., 2002). The California Department of Education has found that more than 25 percent of students between kindergarten and twelfth grade are students identified as English learners. (California Department of Education [CDE] 2006a, b). Although California represents around 12 percent of the nation’s population, California schools contain more than 40 percent of the nation’s English learners (Macias, 2000). For the 2005-06 school year, California school districts reported a total of more than 1.5 million English learners enrolled in kindergarten through grade twelve, a number that represents about 25 percent of California’s 6.3 million students (California Department of Education, 2006). Also, a teacher’s inability to communicate with parents who do not speak English can make the process of helping children learn a new language more difficult. Although the statistics
are discouraging, research indicates that ELLs can achieve grade level literacy skills if they receive effective literacy instruction (National Center for Education Statistics, 1995). The purpose of this project is to create a Bilingual Handbook with strategies and activities that will support teachers and parents focusing on an early intervention of literacy skills and phonological awareness at the preschool level.

Preschool programs can have a direct impact on the academic skills of ELLs, potentially closing the achievement gap by offering an early intervention and quality education to English learners at the preschool level. Therefore, it is imperative that preschool personnel receive the training to support the emergent literacy skills that prepare preschoolers to enter kindergarten ready to learn to read (Garcia, 2005). According to Adams (1990), children begin school with vastly differing backgrounds in literacy. Some children who enter kindergarten have received previous instruction attending preschool, where they were able to develop some literacy skills, such as recognition of letters and sounds, and the ability to print their names. Other children, however, enter kindergarten with few previous experiences that are directly connected to school. Likewise, children begin school with significant differences in the development of their literacy skills. There is a converging body of evidence that children who enter kindergarten with a weak level of phonological awareness (PA) are at-risk for later reading problems (Adams, 1990; Stanovich, 1986). Children best prepared for school success are those who have developed age appropriate language and social skills. Children who begin kindergarten with greater language skills (Hart & Risley, 1995) are better positioned for academic success.
As a bilingual preschool teacher, one of my goals is to support my students in the learning process. Some preschool programs offer children an environment and experiences that encourage active interaction through exploration and experimentation. Teachers use play as an important learning tool. Play is an integral part of a preschool curriculum, and helps children gain knowledge and skills critical for future academic learning. In addition, many preschool children in California receive support in learning English as a second language. In 2000-2001, 26% of the Head Start children population nationwide was considered dominant in a language other than English. Of these children, 83% speak Spanish at home (Administration for Children and Families, 2001). As part of my experience working with English learners, I am concerned that students do not receive any early intervention through English language development (ELD) programs until elementary school. At that time, the student is behind in relation to other students in the same class, because the length of the process of learning a new language is approximately seven years (Rumberger, 2000).

I believe that as a consequence of the lack of an early intervention at the preschool level, many English Learner students perform poorly on academic evaluations. But it is not only those poor scores that are calling the attention of administrators; it is also the lack of communication between teachers and parents. As a teacher, I believe that communication is one of the most important bridges between parents and teachers. As a second language learner, I remember how difficult it was for me to communicate with my children’s teachers when we moved from Mexico to the U.S. As a kindergarten teacher in my country, despite having extensive knowledge about teaching and learning,
I was not able to help my children at first because of the language barrier. In Mexico, I learned the importance of maintaining good communication between home and school so that I could aid students in the learning process. At the beginning of our life in the U.S. it was hard to learn a new language, but now I am thankful for all the support and help I received from teachers and friends. I was able to use that knowledge not just to help my own children, but I am now able to help other parents and students in the transition of learning a new language.

Purpose of the Project

As a bilingual instructor working with English learners between preschool and twelfth grades, I am able to see first-hand how teachers, students, and parents have difficulties in communicating with each other. I have the opportunity to observe the struggles they face when it comes to the language barrier. Another concern I have comes from parents who share with me that they are worried and feel lost in how to help their children with their academic progress. At the same time, it is important to recognize that teachers face the problem of not enough support in school instruction coming from the children’s homes. I believe, however, that if parents and teachers have the right tools to help students, and support them with an early intervention of literacy skills beginning in preschool, the results could be different regardless of their academic achievement. Also, with increased collaboration between school and home through the use of the bilingual strategies and materials in the handbook, students will be more successful when it comes to academic achievement in the process of learning a second language.
The intention of this project is to create bilingual materials that teachers and parents can utilize to help students to develop phonological awareness and literacy skills in both languages. An additional goal is to evaluate whether or not early intervention and collaboration between teachers and parents can be beneficial in the process of learning a second language. The target population of this project will be a preschool class in the Head Start program at Howe Avenue Children Center as part of the San Juan Unified School District.

Research in Early Childhood Education (ECE) highlights the importance of the preschool years for early literacy development, in which many of the skills related to successful reading and writing are developed (Dickinson & Sprague, 2001; Neuman & Dickinson, 2001; Snow; Burns & Griffin, 1998; Lonigan, 1998). As a preschool teacher, I believe if we support our students by increasing the opportunities for knowledge and mastery in areas of literacy skills, ELL preschoolers could potentially close the gap between native English speakers over time, if they receive a quality education. Teachers and parents should support children with daily activities such as reading aloud, letters and sound recognition, and repetition of rhymes using primary language and English. The benefits for children who are read to in preschool include increased vocabulary, complex language, improved comprehension skills, and success in beginning reading (Cosgrove, 1989; Cullian, 1992; Elley, 1989).

I have experienced over many years of teaching how if some parents are able to read to their children, or let them practice using different materials to print their names, or give them plastic letters to play, they make their children more aware of sounds or
letter shapes than other children who receive only few or no literacy experiences at all. As result of these early intervention activities some children begin school with significant differences in their phonemic awareness and literacy skills than others. As a preschool teacher I believe in the importance of taking advantage of all those wonderful teaching moments when you are reading a story and use a few minutes to teach phonological awareness and literacy skills. In fact, many believe that the single most important activity is reading aloud to children (National Institute of Child Health and Human Development, 2000).

When teachers and parents read aloud to English learners, those language sounds began to be familiar. Children began to recognize some sounds and have the opportunity to practice the repetition and sequence of those sounds using the primary language and making the connections and transition to English later on. The development of oral language is one of the most impressive accomplishments that occur during the first five years of children’s lives (Geneshi, 1988). Children who begin kindergarten with strong language skills are better positioned for academic success (Hart & Risley, 1995).

The purpose of this project is provide activities for teachers and parents that can help English learners to develop literacy skills such as phonemic awareness, letter recognition, awareness of print, emergent writing and book knowledge, vocabulary, and comprehension of the new language. These activities are simple and pleasurable, such practicing sounds of the alphabet, breaking words into separate sounds and putting those together again to form words. Experts also recommend encouraging parents to practice
rhyming, tongue twisters and other forms of word play with their children in the home language (Yopp & Stapleton, 2008).

Theoretical Framework

There are numerous theories on how children learn and what factors influence their learning process: a Socio-cultural framework (Vygostky, 1978), the Head Start Child Outcomes framework (Head Start Bureau, 2000), an Ecology of Language framework (Barton, 1994) and the Cognitive framework (Piaget, 1983). The Socio-cultural theory originated with Vygostsky, who theorized that social formation of the mind is at the core of cognitive development of the higher mental process (Berk, 2004). Children learn through direct interaction with people, and what they observe in their socio-cultural context (Rogoff, 1990; Vygotsky, 1978). Vygotsky defined the level of development attained by children when they engage in social activities or behavior as Zone of Proximal Development (ZPD), in other words, children can perform a task under adult guidance that could not be achieved alone (Rogoff & Wertsch, 1984). Vygostky is helpful in identifying the social guidance and scaffolding that “experts” provide, as defined as those adults or peers who are more competent on specific abilities or knowledge (Williams, 2004).

The Head Start Outcomes as a second framework was developed by the Head Start Bureau to provide guidelines for Head Start teachers to assess, and develop children early literacy skills. The framework divided early literacy into the following domains: phonological awareness, book knowledge and appreciation, print awareness, early writing, and alphabet knowledge (Head Start Bureau, 2000). A child who has
developed phonemic awareness is able to understand that speech consists of several units, such as words, syllables, and sounds. Phonemic awareness is vitally important for children for their later reading achievement (Ehri, Nunes, Stahl & Willows, 2001). Letter recognition or learning the names of the letters is an important step toward learning letter sound relationship (Aram, 2004; Roberts, 2003; Snow, et al, 1998).

The third theoretical framework that influenced this guide is the Ecology of Language. Barton argued that an ecological approach to literacy is useful, because “it takes as its starting point this interaction between individuals and their environment” (Pahl, 2008, p.29). This Ecological framework also integrates insights from anthropology, biology, educational linguistics, and psychology that “enable the appreciation of the interdisciplinary nature of literacy and language studies” (Pahl, 2008, p. 306).

Researchers use this Ecological framework to identify how family, community, educational practices, and macro-level forces (such as English-only laws) may influence biliteracy development in young emergent bilingual children. Kenner (2004) described how immigrant families in Britain act as supportive “literacy ecosystem” in promoting their children development on biliteracy, which allows young children, and their families to adapt and integrate news forms of literacy related to new life in Britain.

Finally, the Cognitive framework by Piaget (1983), maintains that cognitive development (learning) is a building process with one skill building upon the other. Piaget identifies this cognitive level as concrete operations. It is not until the stage of concrete operations, when a child is moving from the level of sensory-motor to a higher
level of functioning, that the child has the ability to represent objects internally. This enables the child to think about past, present and future. Although the child’s language is becoming more socialized, the egocentric stage is still present. Piaget’s theory also implies that concrete operational stage is a necessary condition for phonemic analysis.

After analyzing the theoretical frameworks above I decided to base my project on the work of several theorists: (a) Vygostsky, who stressed the socio cultural aspects of development; (b) Barton, who emphasized the influence of the environment on the individual; and (c) Piaget, who focused on developmental stages of the learning process. This project also took into account the Head Start Outcomes. In summary, this project took in consideration environment, culture, language and the learning process to develop literacy skills of Spanish-speaking English Learner preschoolers who are enrolled into a Head Start program.

Definitions

ALPHABETIC KNOWLEDGE: The ability to recognize and identify the names and shapes of the letters of the alphabet.

AT-RISK STUDENTS: The term "at-risk students" is used to describe students who are "at risk" of failing academically for one or more reasons, including significant social-emotional or behavioral problems that can interfere with their academic performance. The term can be used to describe a wide variety of students from historically underperforming groups, such as minorities, academically disadvantaged students, disabled students, or students of low socioeconomic status.
BILINGUAL: Refers to the use of two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may be distinctions between ability and use of a language; variation in proficiency across the four language dimensions (listening, speaking, reading and writing); differences in proficiency between the two languages; variation in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time (Baker,1995). People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

BICULTURAL: Identifying with the cultures of two different language groups. Bicultural is not necessarily the same as bilingual and vice-versa (Baker,1995).

BLENDING: Putting together individual sounds to make spoken words (e.g., the sounds /d/ /o/ /g/ can be blended to produce the word dog).

DOMINANT LANGUAGE: The language with which the speaker has greater proficiency and/or uses more often (Baker 1995).

DUAL LANGUAGE PROGRAM/DUAL IMMERSION: Educational programs designed to serve both language minority and language majority students concurrently. Two language groups are put together, and instruction is delivered through both languages. For example, native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills, and Spanish-speaking ELLs learn English while developing literacy in Spanish; also known as two-way immersion or two-way bilingual education.
ENGLISH LANGUAGE LEARNERS (ELLs): Children whose first language is not English and who are in the process of learning English.

ENGLISH AS A SECOND LANGUAGE (ESL): An educational approach in which English language learners are instructed in the use of the English language.

EARLY LITERACY: The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing; the concept that literacy learning begins at birth and is encouraged through participation with adults in meaningful reading and writing activities.

EARLY READING FIRST (ERF): A federal program to provide funds to school districts and other public or private organizations that serve children from low-income families. The program supports the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families.

EARLY READING SKILLS: The term is often used to describe the skills that are learned in preschool and that precede formal reading instruction. These include phonological awareness, letter recognition, print awareness, interest in engaging with stories and books, and vocabulary development.

HOME LANGUAGE: The language a person acquires first in life or identifies with as a member of an ethnic group (Baker, 1995). It is sometimes referred to as the first, native or primary language.
IMMERSION: An approach to teaching language using the target language as the only means of instruction.

LANGUAGE ACQUISITION: The process of acquiring a first or second language. Some linguists refer to acquisition as the informal development of a person’s second language and learning as the process of formal study of a second language. Other linguists do not distinguish between formal learning and informal acquisition. The process of acquiring a second language is different from acquiring the first (Baker, 1995).

LANGUAGE DEVELOPMENT: The development of knowledge and skills that allows children to understand, speak, and use words to communicate.

LANGUAGE MAINTENANCE: The protection and promotion of the first or native language in an individual or within a speech community, particularly among language minorities (through bilingual education, for example). The term is often used with reference to policies that protect and promote minority languages (Baker, 1995).

LETTER KNOWLEDGE: The ability to identify letters of the alphabet

LETTER RECOGNITION: The ability to name a letter that is displayed or find a letter in a group.

LETTER-SOUND CORRESPONDENCE: The matching of an oral sound to its corresponding letter or group of letters.

MONOLINGUAL: Refers to using or knowing only one language.

MULTILINGUAL: Refers to the use of three or more languages.
PHONEMIC AWARENESS: The ability to notice, think about, and work with the individual sounds in spoken words (e.g., combining or blending the separate sounds /c/ /a/ /t/ to say the word cat).

PHONOLOGICAL AWARENESS: A range of understandings related to the sounds of words and word parts, including identifying and manipulating larger parts of spoken language such as words, syllables, and onset and rime. It also includes phonemic awareness as well.

PRESCHOOL (PRE-KINDERGARTEN OR NURSERY SCHOOL): Programs designed for children who are 3 to 5 years old with early education experiences to prepare them for school.

PRIMARY LANGUAGE: The language in which bilingual/multicultural speakers are most fluent or which they prefer to use. This is not necessarily the language first learned in life (Baker, 1995). It is also referred to as dominant language.

PRINT AWARENESS (CONCEPTS OF PRINT OR CONVENTIONS OF PRINT): Basic knowledge about print, how it is typically organized on a page, and how it is used. (For example, print conveys meaning, print is read left to right, words are separated by spaces, and reading and writing are ways to get ideas and information.)

PRIOR KNOWLEDGE: The schema, knowledge, and experience that a learner brings into a new learning situation. Existing knowledge is brought out so that it can be used to build new.
RETELLING: Recalling the content of what was read or heard. The reader shares the sequences of events, characters, and other story elements required to demonstrate complete understanding of text with others.

RHYME: Two or more corresponding sounds usually at the end of a word, such as play, weigh, say; also a verse which is composed of lines that end in a rhyme (e.g., “Twinkle, twinkle, little star, how I wonder what you are”).

RHYME AWARENESS: Understanding that two spoken words share the same ending vowel-consonant combination.

RHYMING: The ability to find words that share a common ending feature or sound combination.

RIME: Part of a syllable that contains the vowel and all that follows it (e.g., the rime of "bag" is "ag").

SECOND LANGUAGE: This term is used in several ways and can refer to 1) the second language learned chronologically, 2) a language other than the native language, 3) the weaker language, or 4) the less frequently used language.

SECOND LANGUAGE ACQUISITION: The learning of a second language, often English.

SEQUENTIAL ACQUISITION: The process of acquiring a second language after the basis for the first language has been established (Tabors, 1997).
SIMULTANEOUS ACQUISITION: The process of acquiring two languages from a very early age (Tabors, 1997).

Importance of the Project

The purpose of this project is to support an early intervention of literacy skills for Hispanic English learner preschoolers to in order to increase their phonemic awareness, letter knowledge and literacy skills, and to help them in the preparation of skills to decode words later on in the reading process. This project creates a Bilingual Handbook that will be used by parents and teachers to help English learner preschoolers. The handbook provides activities to introduce preschoolers to concepts of print, letter and sound recognition, phonemic awareness, reading aloud, and vocabulary skills, in both Spanish and English.

In Chapter 2, I will review some literature that describes how English learners who have received an early intervention of literacy skills perform better compared to preschoolers without any early literacy intervention before Kindergarten.

In Chapter 3, I will describe the methodology that I used to create a bilingual handbook that will be used by preschool teachers and parents of Latino English learners to introduce their children to literacy skills in English and Spanish.

In Chapter 4, I will share some recommendations and conclusions related to the implementation of the bilingual manual in a preschool setting with English learner preschoolers.

In the Appendix I plan to include examples of activities that Teachers and parents could use to develop some concepts of sound recognition, awareness of print, emergent
writing and book knowledge in Spanish and English. Each activity was planned to support the curriculum for a Head Start preschool class with English learner preschoolers, who will receive support at school and at home.
Chapter 2

REVIEW OF LITERATURE

Most children learn a remarkable amount of knowledge before they begin a formal education in school. In the United States the number of students who have been classified as English learners between kindergarten and twelfth grade has increased. As was discussed in Chapter 1 if English Learner children receive an early intervention of literacy skills before entering kindergarten, they will be better prepared for school. This section addresses some literature regarding English learners’ language acquisition in the American educational system. One of the main concerns of administrators is the poor performance and achievement gaps between advantaged students and less advantaged students (Bowman, Donovan, & Burns, 2001). Federal and State policies highlight the expectation that a primary purpose of education for at-risk students in preschool and early elementary grades is the acquisition of specific knowledge and skills that are related to later success in school (Roskos & Vulelinch, 2006).

Children’s literacy skills at kindergarten are associated with reading achievement beginning in the early elementary grades (Denton, West, & Walton, 2003). The overall goal of the current project is to inform educators and parents that using an early intervention of literacy practices (phonemic awareness, letter recognition, concepts about prints and letter formation) will help to enhance literacy development and reading skills as part of support for school success.
This chapter is divided into three categories. The first section focuses on studies of language acquisition of young Spanish-English bilingual children. In the second section, I analyze some research on reading and writing interventions with young Spanish-English bilingual children. Finally, in the third section, I will present some research that shows how an early childhood education and an early intervention of literacy skills in Spanish-speaking preschool children will be beneficial to an increased academic performance, if it is supported by teachers and parents.

**Language Acquisition of Young Latino Spanish-English Bilingual Children**

The setting for a study by Winsler, Diaz, Espinoza and Rodriguez (1990) was an urban community located in the San Francisco Bay area in California. The participants were forty-six Hispanic Mexican children attending a subsidized preschool program from the same school district. Eighty percent of the group were recent immigrants from Mexico (Hakuta & Pease-Alvarez, 1992). The bilingual teacher followed the High Scope curriculum, and the academic instruction was 50/50 (English/Spanish).

The procedure was conducted in four meetings of one-hour sessions. During the first session (T1) the child was assessed in English and Spanish. The data were collected within the first two months after the preschool program started. The second session (T2) was conducted after 6 months (spring). The language assessment was conducted following a strict protocol, and the sessions were videotaped. The children’s receptive language skills in English were assessed using the Peabody Picture Vocabulary Test Revised (PPVT-R: Dunn & Dunn, 1981), and the sentence comprehension subtest of the Language Assessment Scales (LAS: DeAvila & Duncan, 1981). The children’s language
in Spanish and English were measured by calculating the average number of words per verb phrase used in the narrative production.

The researchers suggest that children who attended a bilingual preschool showed a significant parallel gain in Spanish language development as well as an increase in English proficiency over time. The results show that Spanish-Speaking 3-to-4-year olds enrolled in high quality bilingual preschool made significant gains in both languages (English/Spanish), and increased their language abilities over the year of participating in the preschool program.

A study by Tsybina, Girolamento, Weitzman & Greenberg (2005) examined improvement on linguistic recasts of preschool children learning English as a second language EL2. This study had the goal to support English skills in preschoolers whose first language is not English. The study setting was conducted in a licensed non-profit daycare in Toronto. The participants were 16 children who attended the program full time. The home language of the 16 children were varied and included Italian, Spanish, Tagalog, Punjabi, Bengali, Urdu, Russian, Hebrew, Chinese, Polish, and several African languages. The average use of their native language at home was 37 hours a week. Each child in the study was assigned to a group with 3 other children whose first language was English. Each educator conducted a book reading activity for 15 minutes a day. The educator read a book every week requesting, at the end, that the children recall the story and show their participation using English. The session was videotaped and 10 minutes of each activity was transcribed using the Systematic Analysis of Language Transcripts (SALT: Miller & Chapman, 1992).
The results of the study show that EL2 children were not at a language level to be able to recall the educator’s linguistic recasts. The researchers also suggest that children may need to acquire basic skills in English, before being able to participate in this type of activity. The results were not able to be measured because of the lack of linguistic skills on the part of the preschooler participants. EL2 children’s language may not be developed optimally because EL2 children must first master social-communication skills: initiating, responding, requesting before acquiring language (Wilcox & Murphy, 2003).

In this section I reviewed two studies. One result of the research was that children who attended a high quality bilingual preschool gain Spanish language development as well as an increase in English proficiency over time. Another principal finding of the research reviewed in this section is that children may need to acquire basic literacy skills in English to participate in reading activities using English.

As a preschool teacher, my concern is giving the necessary academic tools to my students so that they can perform academically and be at the same academic level as English Native Speakers. As Fillmore (1991) suggests, when children begin to acquire a second language in a situation where that language is the societal language, as is the case for Spanish-speaking children learning English in the U.S, there is a very real threat that they will, at the same time, suspend development in or even begin to lose use of, their first language. Hispanic English learner children between the ages of 3 and 5 years old, and who attend pre-k or preschool in a State or Head Start program, face a transition period between home and school. As a preschool teacher in a Head Start, many of my
students have their first contact with English skills in the classroom. I believe, as Winsler and Colleagues (1990) suggest, that giving children the basic skills to develop their primary language will help them to make an easy transition into the acquisition of a second language. As a bilingual teacher I want to support my students who speak Spanish in the transition to learning a new language (English). Preschoolers at this age have to develop language skills that will be needed as the foundation for the literacy skills that they will be expected to acquire in the schooling context (Snow & Tabors, 1993). The process of language acquisition will be supported by the Bilingual Handbook that I have created for Hispanic English learner preschoolers. The Bilingual Handbook contains strategies and activities to be used by parents and teachers to develop awareness of literacy skills in L1 and L2 by Spanish-speaking preschoolers who attend preschool.

*Reading and Writing Interventions with Young Spanish-English Bilingual Children*

A study by Yade, Rowe & MacDillivray (2000) was conducted with the purpose of providing multiple opportunities for 4-year-old Spanish speakers to engage in a variety of reading and writing activities in the center, at home and in the community. The setting was a child care facility in downtown Los Angeles, California. The study used a Vygotskian perspective “collaborative learning” where the lesson plans were designed around the students’ interests, flexibility in language use and a challenging curriculum.

The center’s stated mission was “raising children out of poverty into a brighter future”. The participants in the great majority were Latinos, but included some African American and Anglo students too. Spanish was the primary language for communication
in the classrooms. Teachers and other staff of the center regularly were code-switched into English for the few children that were bilingual or English speakers only. The study was based on an emergent literacy intervention with the idea of creating a program of language and literacy intervention for a period of 2 to 3 hours a week for fifty five 4-year old preschool children. The center tried to incorporate a 3 step program; the first phase was “big book shared reading program,” which required the center to buy over 1,000 children’s books. The second phase offered training, and support on emergent literacy theory, activities, and developmental growth in reading and writing to teachers and staff. The last phase was to establish parental workshops on reading at home and other ways to encourage their children to acquire knowledge and awareness of literacy materials and activities.

The results of the study were quasi-experimental with longitudinal, cross sectional and single subject components, where subsequent students were followed to elementary schools for observation and comparison. Data were collected by interviews and questionnaires conducted with administrators, parents and teachers to collect information about feelings and perspectives about the program. In the last year, the research team conducted home visits to observe literacy activities in which children and parents engaged. In the classroom, data were collected by children’s writing journals, photographs, and videos.

On the questionnaires, parents reported that since their children had started in the program, parents felt closer and more involved in their children’s education. One of the parents also made the comment, “Well now that he is in your program, he has learned a
lot... before he did not even know what to do with a book, he was not interested, but now he enjoys taking books home”. In addition, over 150 parents attended literacy workshops to learn how book handling and home reading and writing activities would be applied to benefit their child.

A study by Montague and Meza-Zaragosa (1998) examined the role of elicited response with a small sample of English and Spanish speaking participants in an early childhood classroom. The research took place in a dual language classroom with 45 children of four and five years old who were pre-literate. The dual language model class used 50% Spanish and 50% English. The bilingual teacher was in charge of introducing vocabulary development during the session in the language used, and recorded their responses using large charts before, during and after the intervention. Baseline data was collected for the months of October, November and December during the Language Experience Approach (LEA) portion of the day with students (Carrasquillo, 1998). Using the LEA approach, the teacher was able to model the oral-written language connection, punctuation and spelling, and left-to-right orientation. Each utterance was coded according to language choice and type of code switching.

The results indicated that students consistently responded in their strongest language for the entire activity. The teacher conducted the lesson in Spanish and responded to the children’s questions in Spanish regardless of the language used by the child. The teacher noticed that children began to express their thoughts and words to be included on the LEA chart. At the end of March, the teacher noticed a verbal change in their students. They had become more conscious of the language used. The teacher also
noticed how some of the students appeared to enjoy the challenge of using a new language. The Spanish-speaking students continued to produce more responses in Spanish. They were viewed as the Spanish “experts”. They also began to incorporate English vocabulary in their response. In contrast, the English-speakers did not feel pressure to use Spanish.

A study by Gildersleeve and Krester (2008) predicted that exposure to Spanish would not affect the children’s English phonetic system. The setting for this study was a Head Start program in Central Texas. The participants were 33 children between three and four years old. All the participants spoke English at the time of the study. Typical language development was established based on their performance on English and Spanish versions of the Receptive and Expressive One-Word Picture Vocabulary Test (Gardner, 1985, 1990). The students were also given the comprehension subtest of the Stanford Intelligence Scale: Fourth Edition (Thorndike, Hagan, & Sattler, 1986), and dynamic assessment procedures as described by Kester, Pena, and Gilliam (2001). Spoken responses were collected at the beginning and at the end of the study (8 months later). Children were from English, Mexican English-Spanish and Mexican Spanish home language environments. However, English was encouraged by teachers. The only language spoken in class was English, and teachers and children rarely spoke Spanish.

The results of the study showed that all groups of children demonstrated similar phonetic inventories. Some bilingual children produced Spanish phonemes in English and produced a few consonant cluster sequences. Bilingual children with relatively equal exposure to English and Spanish averaged more errors than bilingual children who were
predominantly exposed to English. Vowel error rates did not differ by language group. Though the Spanish-speakers showed more errors in frequency and type, children from all three groups learned English phonetic features, such as voicing, manner, and place of articulation. This is true even though they started out with different amounts of exposure to English and Spanish.

In a study by Ferenc Bunta and David Ingram (2007), the researchers investigated speech rhythm acquisition by bilingual Spanish-English speaking children, comparing their performance with functionally monolingual peers in both languages and to monolingual children. The child participants were recruited using flyers distributed to schools in the Phoenix, Arizona area. A parent questionnaire was used as a tool to obtain information on participant’s background in the parent’s preferred language (Spanish-English). Data were collected on features such as socioeconomic status, proportion of use of each language in the household and family history of speech and language impairment.

A hearing screening was administrated for each child participant before the data were collected. An elicitation task with 26 target sentences was administrated. Both the Spanish and the English sentences had similar overall simple structure. All the sentences were in declarative form. The participants were asked to describe the picture e.g., “tell me what is happening,” if the picture showed a women eating an orange. An answer such as, “the woman has an orange” was accepted, but if they responded “the woman is happy,” the researcher would say “This is a woman, and this is an orange. The woman is eating an orange. Now you tell me what is happening.” The results for the study reflect
that children increased their vocabulary and expressed themselves when they were describing pictures or even events during the day.

In a study by Whitehurst, Epstein, Angell, Payne, Crone and Fischel (1994) the researchers examined the effects of an early literacy intervention on children’s literacy and language skills, using Head Start centers as the base for this work. The study took place over a 1-year period using 4 year-old preschoolers. In all, there were 94 children in the intervention and 73 in the control group classes. Whitehurst, Epstein, Angell, Payne, Crone & Fischel; suggested the use of the regular Head Start curriculum or the add-on curriculum which Whitehurst developed. The major components of the add-on curriculum included an interactive story reading method, called Dialogic Reading, and a phonemic awareness component modeled after Sound Foundations (Byrne & Fielding-Barnsley, 1991).

The children in the four classrooms were given a battery of pre- and posttest measures, including: the Peabody Picture Vocabulary Test-Revised (PPVT-R; Dunn & Dunn, 1981), Expressive One Word Picture Vocabulary Test (One Word; Gardner, 1981), the expressive subscale of the Illinois Test of Psycholinguistic Abilities (ITPA; Kirk, McCarthy, & Kirk, 1968), and 18 subscales of the Developing Skills Checklist (DSC; CTB, 1990). The families were also assessed in a pretest with The Stony Book Family Reading Survey (Whitehurst, 1992) and The Quick Test (Ammons & Ammons, 1962), a shortened version of the Stanford-Binet IQ test.

As part of the intervention program, teachers implemented Dialogic Reading and phonemic awareness activities during the sessions. The teacher read and discussed
stories in small groups (4 children to one adult) five times a week, as well as a one-to-one reading at home according to the principles developed in Dialogic Reading. The Dialogic Reading program involved reading one book each week, or 30 books total, to the children in the Head Start classroom. In addition, instruction in phonemic awareness was added as part of the program beginning in February. The approach used in this study was modeled after the Sound Foundations program developed in Australia (Byrne & Fielding-Barnsley, 1991). The result show that children were increasing vocabulary and comprehension skills using Spanish and English after be participants in the Dialogic Reading program.

The studies reviewed in the section add to our knowledge of the best ways to helps bilingual preschoolers develop language and literacy skills. Some studies supported by Yade et al.,(2000) suggest activities to provide multiple opportunities for 4-year old Spanish-speakers to engage in a variety of reading and writing activities in the center, home and community as part of the support group for bilingual preschoolers. Gildersleeve and Kreter (2008) predicted that exposure to Spanish would not affect the children’s English phonetic system in English, but the results shows that Spanish speaking children who were exposed to English presented more phonetic errors than those who were bilinguals. Ferenc Bunta, and David Ingram (2007) investigated speech rhythm acquisition by bilingual Spanish-English speaking children, comparing their performance with functionally monolingual peers in both languages and to monolingual children. Whitehurst,et al.(1994) examined the effects of an early literacy intervention on children’s literacy and language skills. Dialogic Reading and phonemic awareness
activities were implemented in the classroom helping student to increase their vocabulary and literacy skills using English and Spanish language.

The Bilingual Handbook created in this project seeks to support primary language (Spanish) and English acquisition with activities related to literacy skills. The Spanish activities will be delivered by parents at home and the English portion at the school by the teacher. Supporting the above studies, the Bilingual Handbook includes phonemic awareness, letter and sound recognition, writing activities, rhythm and Dialogical Reading activities in Spanish and English to support the language acquisition of Hispanic English learner preschoolers in the classroom and at home.

*Parent-Teacher Literacy Intervention Teaching Activities with Preschool children*

In a study by Cassidy, Garcia, Tejeda-Delgado, Garrett, Martinez-Garcia and Hinojosa (2004), the researchers suggest that literacy projects that involve parents and caregivers are important for children learning phonemic awareness and reading skills. The setting for the study was an Early Child Development Center at Texas University (Corpus Christi). The participants were parents of children between 3 and 4 years old who received a dual-language curriculum instructed in Spanish and English. The Literacy connection program recruited parents by sending flyers and inviting them to assist at an orientation. The university offered incentives to parents to complete the series of training (a fifteen week course titled “Making Reading Fun”). The researchers created a program which was adapted to any of the participants, offering one-to-one tutoring and meeting their individual needs. Most of the participants were Spanish-
speaking parents who wanted to help their children with their homework. The instructions focused on oral reading of children’s books. The program also valued the culture and language as an important tool to connect people. At the end of each semester (the project had been in operation since 2004), parents of students completed a survey and interviews to evaluate their goals. Many of them reported an increase in literacy skills to help their children. Many of them could really “read” to their children and not only describe the illustration in books. The majority of the groups also indicated that after being with the program, they were more involved with their children’s academics.

A study by Haney and Hill (2003) indicated that home and school reading skills promote reading development. The participants of the study were preschool children between three to five years old, attending a child development center in Northwest Georgia College. The children were recruited in the study after parents signed a written consent and completed a family literacy survey. Ninety-eighth percent of the population were White, and English was their first language. The instruments to evaluate the study were the Kaufman Survey of Early Academic and Language Skills (K-SEALS) and the Alphabet and Conventions subtest of the Test of Early Reading Abilities-Third Edition (TERA-3).

The results of the survey reported that 86% of the parents were teaching literacy skills at home. The study also showed that high scores could be related to the intervention of literacy skills that children received at home. The limitation of the study was related to the parents’ response. The recommendation for future studies was to change the selection of instruments for choosing participants, because the participants
were those who are already engaged in literacy practices at home, and the populations of students were those speaking English only. In this study the population of children were 98 percent white, but the goal of the study was to report how parents who lead teaching activities would impact literacy skills on preschoolers.

Haney and Hill (2003) indicated that home and school literacy skills promote reading development. Parents begin to teach children from the time they are born. When they sing nursery rhymes, or repeat chants (ABC) they provide valuable elements that children can transfer the moment they begin a more formal education. Cassidy et al., (2004) suggested that using literacy activities that involve parents and caregivers is important for learning literacy skills that include phonological awareness, writing and reading skills, and can promote the development of vocabulary, emergent literacy and reading achievement.

Parent participation is a significant element in the implementation of the Bilingual Handbook. I believe that parents, who are involved in their children’s education, even when English is a weak language for them, will be a big support for teachers who are working for their students’ success. The goal of the creation of the Bilingual Handbook is to help teachers to build a communication bridge between home and school, and to help Hispanic English learners to develop knowledge of literacy skills and phonological awareness in Spanish and English. This knowledge will prove very important when preschoolers begin kindergarten with more literacy skills that help them to compete academically with native English speakers.
Chapter 3

METHODOLOGY

The present project describes a professional development bilingual handbook designed to be used as an instructional guide in an early literacy intervention for Hispanic English Learners. The audience for this handbook is made up of teachers and parents of Hispanic English learner preschoolers. The handbook, “Bilingual Handbook of Early Literacy Skills for Hispanic English Learner Preschoolers” has as its goal to develop literacy skills in Spanish and English in Hispanic English learner preschoolers as part of an early intervention before they enter kindergarten.

Target Population and Setting

Target Population

This project will involve Hispanic English Learner preschoolers that attend a public preschool. They have the following characteristics: (a) enrolled in an early childhood program located in San Juan Unified School District, and (b) are Hispanic English learner children between the ages of three and five. In my role as a preschool teacher working at Howe Avenue Elementary in Sacramento, California, one of my goals is to support my students in the learning process. The Head Start program uses the Houghton Mifflin Curriculum (HMC). The HMC places value and importance on children’s language development. For children learning English as a second language, an emphasis on a rich language environment is crucial.
As part of my experience working with English Learners, I became concerned that students at my school site did not receive any early intervention through English Language Development (ELD) programs until elementary school. At that time, the student was behind in relation to other students in the same class, because the length of the process of learning a new language is approximately seven years (Rumberger, 2000).

As a teacher, I believe that communication is one of the most important bridges between parents and teachers. As a second language learner myself, I remember how difficult it was for me to communicate with my children’s teachers when we moved from Mexico to the United States. As a kindergarten teacher in my country, despite having extensive knowledge about teaching and learning, I was not able to help my children at first because of the language barrier. In Mexico, I learned the importance of maintaining good communication between home and school so that I could aid students in the learning process. At the beginning of our life in the United States, it was hard to learn a new language, but now I am thankful for all the support and help received from teachers and friends. I was able to use that knowledge not just to help my own children, but I am now able to help other parents and students in the transition of learning a new language.

“Parent involvement seems to hold considerable promise for helping improve the achievement of children who our schools have traditionally not served well.” (Goldenberg 2001, p. 221). Both my own experience as an immigrant parent trying to help my children despite the initial language barrier, and the motivation of researchers such as Goldenberg who suggest that parent involvement is an important tool in the children’s education, serve as the impetus for the development of this project.
My experiences working with Hispanic English learners was one of the main reasons that motivated me to create the Bilingual Handbook to introduce preschoolers to literacy skills before they begin kindergarten. The Bilingual Handbook contains strategies and materials to be used in the classroom or at home under the supervision of teachers and parents. The first step is to conduct a workshop with parents to explain to them how to use the lessons and activities (see Appendix A, Bilingual Handbook) to introduce children to literacy skills at home. I will be conducting a demo-lesson to parents in Spanish to explain to them the importance of maintaining parent-child interaction during the lesson to obtain a satisfactory response from the children. The materials to be used during the lesson will be familiar to the child such as magnetic letters, crayons, markets, flashcard or pictures, paper to draw on, short story books and play dough.

Procedures for the Bilingual Handbook

The first step is to conduct a workshop with parents to explain to them how to use the lessons and activities (see Appendix A, Bilingual Handbook) to introduce children to literacy skills at home. I will be conducting a demo-lesson to parents in Spanish to explain to them the importance of maintaining parent-child interaction during the lesson to obtain a satisfactory response from the children. The materials to be used during the lesson will be familiar to the child such as magnetic letters, crayons, markets, flashcard or pictures, paper to draw on, short story books and play dough.

Some of the activities included in the Bilingual Handbook are introduction to sounds and forms of the alphabet letters, tracing letters of the alphabet, read alouds and
open-ended questions related to the story, reading comprehension, retelling stories and using letters to form words. The activities to take home will have an introduction and direction for the lesson. These lessons will be incorporated into the daily schedule if it is used by the teacher. In the case when it is used by parents, I recommend setting 15 minutes every day at home as part of the routine.

Role of Researcher

*Developing and Conducting the Demo-lesson*

The demo-lesson was conducted at San Juan Unified School District focusing on preschool students that attend a Head Start program at Howe Elementary Children Center. Parents of my students were invited to participate as part of this demo-lesson. Many of these parents have been working voluntarily in the class, and they have had the opportunity to observe and practice previous demo-lessons. The Demo-lesson was divided into 4 categories: letter-sound recognition, beginning sounds, reading aloud and retelling stories. At the beginning of the lesson, I used ABC flash cards to identify letters and sounds. The second activity involved producing the beginning sounds of some words using flash cards of objects that begin with .....”a” for example (apple, avión, ant, árbol), using all letters of the alphabet. For the third activity I read a short story, “The Three Little Pigs” aloud in Spanish first and then English. During the story, I asked open-ended questions to check the children’s comprehension of the story and events. The last activity required children to recall the story “The Three Little Pigs” using their own words.

The demo-lesson was conducted on January 7, 2009. Parents of 18 children (out of total of 21 students) attended the workshop. The parents were actively involved
during the 45 minutes of the activity, and at the end of the lesson, many of them were genuinely motivated to go home and implement some of those activities with their children at home. The participant parents went home with an activity packet and one book (donated by the Head Start Program at San Juan Unified School District). As the class teacher, I gave the parents materials from the Bilingual Handbook to use at home.

Conclusion

The Bilingual Handbook validates the participation of parents in their children’s education. As an educator for almost of 25 years, with 12 years working with Hispanic English Learner students between preschool and twelfth grade, I have had the opportunity to observe the needs of parents who want to help their children with their homework and the challenge they have to face because of the language barrier. I have also seen the frustration of teachers when a Hispanic English learner walks into their classroom without any knowledge of English. Even when many of these teachers want to help their students, they often cannot communicate with the parents to work together during this process. After the demo-lesson, parents use of the Bilingual Handbook activities at home increased, and at the same time, the participation and confidence of children in the class grew as well. Children also increased their understanding of simple tasks and activities in class regardless of the initial level of their literacy skills. As part of this project, I plan to implement this Bilingual Handbook from the beginning of the next school year, 2010-2011, and support the procedures using some of the validated instruments used at the Head Start program for this project.
Chapter 4

DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

Discussion

This chapter discusses some of the results from the initial implementation of the Bilingual Handbook Intervention of Early Literacy skills for Hispanic English Learner Preschoolers. This project was created after many years of working with Hispanic English learner students between preschool and twelfth grade in different school districts in the Sacramento area. Some of my major concerns as a bilingual educator was the lack of communication between teachers and parents as a result of the language barrier. Another was the impossibility of teaching students a new language without the knowledge of basic skills in their primary language. Many teachers that I had the opportunity to work with were concerned about the low academic achievement of Hispanic English learners compared to other minority groups. As an English learner myself, I decided to create a Bilingual Handbook to be used at preschool to help teachers and parents encourage the development of some literacy skills in both languages before children begin Kindergarten.

I had two goals in the creation of this project. One was to observe if creating an early intervention program to develop literacy skills in Hispanic English learners at preschool, and teaching literacy skills in both languages, would increase the student’s of skills before beginning kindergarten. The second goal was to observe if teacher and parent participation would help children during the process of acquisition of a new language, and help them develop academic knowledge in their primary language as well.


**Recommendations**

After developing and implementing this project I have the following recommendations. The first will be to invite the parents at the beginning of the year to a workshop about the importance of parent teacher participation on their children’s education.

The second recommendation will be to allow parents to observe a “demo-lesson” with some of the daily activities that children do over the time that they are at the school, in order to guide them in how they can develop the same activities at home.

The third recommendation will be to evaluate the children’s knowledge of literacy skills and phonological awareness before implementing the Bilingual Handbook in order to get a benchmark and to be able to evaluate their progress over time.

The fourth recommendation will be to create a monthly workshop with parents to evaluate the progress of their children and to be able to share experiences with other parents in the class.

And finally, the last recommendation will be to establish a link between preschool and kindergarten teachers to follow the progress of children at least over the first six months of the school year.
**Limitation**

One of the limitations of this project includes giving access of the Bilingual Handbook of Early Literacy Skills for Hispanic English Learner Preschoolers throughout the department of Early Child Education (ECE) in the San Juan Unified School District because at this point there is only one class using this Bilingual Handbook in the district.

Other limitations of this project include accessing budgetary funds to reproduce the materials included as part of the Bilingual Handbook to be distributed to parents of San Juan Unified School District (Howe Avenue Children Center). I have been giving access to copies of the Bilingual Handbook to parents of my students, but at the same time this has been done at my own expense.

The third limitation will be in offering a workshop to trainee teachers who do not speak Spanish on the use of the Bilingual Handbook in order to get the greatest possible advantage of using this tool at school and home and to be able to evaluate the progress of students after using this powerful tool.

**Conclusions**

One of the goals of this project was to create an opportunity for Hispanic English learner preschoolers to develop literacy skills in both languages before entering kindergarten. Teacher and parents worked collaboratively to support children literacy skills at school and home. Many parents changed their ideas about preschool and began to support literacy activities at home and spent some time helping in the classroom. This Bilingual Handbook also helped me to implement new practices in class and to adapt
some activities to help parents to participate with their children at home. Perez and Zarate (2006) suggest that Hispanic parents believe that is “very important” for children to attend school. The use in class of the Bilingual Handbook by the teacher as an intervention supported children in the acquisition of a second language and in the development of literacy skills in both languages.
APPENDIX A

Bilingual Handbook of Early Literacy Skills for Hispanic English Learner Preschoolers
Bilingual Handbook of Early Literacy

Skills for Hispanic English Learner Preschoolers
Introducción a la guía de lecto-escritura temprana en preescolar

Como padres siempre nos interesamos en el bienestar de nuestros hijos y cuando hablamos de su educación no debe de ser una excepción. Cuando nuestros hijos nacen hacemos planes para el futuro, pensando en que lo mejor es darles la oportunidad de poder conocer y experimentar el mundo por sí mismos. Pero muchas veces no nos detenemos a reflexionar cómo es que nosotros padres jugamos un papel importante en la vida de nuestros hijos diariamente.

Desde que nacen nos preocupamos por darles una buena alimentación y cubrir sus necesidades primarias, pero alguna vez ¿nos hemos detenido a pensar que
nuestros hijos aprenden de todo lo que ven, escuchan y sienten? Y ¿Cómo ese contacto con el mundo exterior les ayuda a desarrollarse cognitivamente? Cuando nuestros hijos son pequeños pensamos que no tienen la capacidad para comprender palabras complejas cuando hablamos con ellos y por esta razón no usamos una comunicación verbal compleja y extendida hasta que consideramos que ellos pueden comprender palabras más complejas. Pero muchos estudios han demostrado que entre más temprano te comuniques verbalmente con tu hijo usando palabras completas y oraciones este va a desarrollar un vocabulario más amplio y comprender el significado de muchas palabras a temprana edad.
Como inmigrantes en un país que no habla nuestro idioma a veces es difícil para nuestros hijos aprender a hablar y comprender correctamente y eso se refleja cuando empiezan a recibir una educación más formal en la escuela. Nuestros hijos tienen que aprender a trazar las letras, el sonido de las mismas y cómo formar palabras en inglés. Para muchos niños este proceso de transición entre el lenguaje materno y el nuevo lenguaje que están aprendiendo en la escuela se vuelve un poco más difícil y se ve reflejado en su desempeño académico. Pero es aquí donde nosotros como padres tenemos que intervenir y ayudar a nuestros hijos. Como padres a veces es difícil para nosotros obtener materiales en español para ayudar
a nuestros hijos. Por eso esta guía bilingüe fue diseñada con la finalidad de que tú puedas ayudar a tu hijo/hija a reconocer el sonido y las letras del abecedario en español e inglés al mismo tiempo. A producir sonidos de una consonante con las vocales, a repetir rimas y comprender que podemos expresarnos usando un lenguaje oral y escrito en español y poderlo ayudar a hacer la transición en el proceso de aprender un nuevo idioma (inglés). Todo esto usando actividades divertidas en donde el niño pueda desarrollar su imaginación y comprender el significado de las palabras al leer una historia y más tarde poder leer y escribir.
Estrategias para la implementación de la guía de Introducción a una Lecto-Escritura Temprana en Pre-escolar.

- Ofrezca una variedad de experiencias relacionadas con la literatura y el lenguaje.
- Comparta y relate historias a sus hijos usando su lenguaje primario (español).
- Enséñele rimas en español, para ayudar a sus hijos a desarrollar los sonidos de algunas letras.
- Ayude a su hijo a reconocer las letras de su nombre y los sonidos de las mismas.
- Utilice revistas viejas, historias cortas, periódicos como herramientas para crear materiales de trabajo.
• Lea a sus hijos historias cortas en voz alta, y
tome el tiempo para escuchar y hacer
preguntas de comprensión de la lectura.

• Escuche los comentarios que sus hijos hacen y
ayúdele a predecir, y sugerir situaciones
relacionadas con la lectura o el evento que este
relatando.

• Lea una historia corta y coméntela después.

   Esto le ayudara a sus hijos a ejercitar su
memoria y a utilizar palabras nuevas que haya
aprendido.

   Y finalmente acuérdese que este tiempo que pase
con sus hijos será una manera de ayudarles a aprender y
comprender conceptos de lecto-escritura que más tarde serán utilizados en la adquisición de un nuevo idioma y en la habilidad de leer y escribir.
Aprendiendo a identificar las letras del abecedario y sus sonidos en español

Aprender el sonido de las letras va más allá de recitar el abecedario, muchos niños a edad temprana pueden cantar la canción del “ABC” pero esto no quiere decir que pueden identificar las letras o sonidos independientemente. Ustedes como padres van a ser los primeros maestros de sus hijos. Con la ayuda de este manual bilingüe ustedes podrán introducir a sus hijos en el proceso de la lecto-escritura a edad temprana. Una de las primeras actividades de este manual bilingüe es el reconocer el sonido de las letras del abecedario en español, así como poder nombrar algunas palabras que comienzan con las letras.
Aprendiendo el Sonido de las Letras del Abecedario

Queridos Padres:

Sus hijos van a aprender el sonido de las letras del abecedario como introducción a la lecto-escritura. La maestra les dará una hoja con la letra de la semana para que ustedes puedan practicar en casa lo que su hijo/hija se ha aprendido en la escuela. Aquí encontrará unas sugerencias para ayudar a su hijo/hija a disfrutar y aprender con actividades divertidas.

Selecciona un lugar en casa para que pueda trabajar con su hijo.

1. Para empezar, establezca una rutina durante el día para practicar con su hijo/hija.
2. Seleccione la letra de la semana (la maestra le indicará la letra de la semana)

3. Modele el sonido y repita el nombre de la letra del abecedario antes de presentarlos a su hijo/hija y repítanlos juntos.

4. Trace con su dedo en el aire la letra y repita el sonido a medida que va trazando la letra antes de utilizar alguna otra herramienta como lápiz, crayola o marcadores.

5. Finalmente deje a su hijo trazar la letra utilizando crayolas, lápiz de colores, marcadores o lápiz.
Letras del Abecedario en Español

Aa, Bb, Cc, Ch ch, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, L l, LL ll, Mm, Nn, Ññ, Oo, Pp, Qq, Rr, RR rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz.

Queridos Padres:
A continuación ustedes encontrarán algunas divertidas actividades que ustedes podrán practicar en sus casas con sus hijos para poder aprender a identificar las letras del abecedario en español, al mismo tiempo en donde sus hijos podrán se ampliar su vocabulario repitiendo el nombre de varios objetos que comienzan con las letras del abecedario.

Esta actividad puede utilizarse como un juego de memoria, en donde usted puede enseñarle la letra del abecedario y su hijo/hija podría decir el nombre o producir el sonido de la misma. Otra alternativa es usarlo como un juego de relación de sonido y objeto, en donde usted podrá decir la letra y su hijo/hija podría
identificar las palabras u objetos que comienzan con la letra del abecedario. Ejemplo “S” sol, serpiente, sandia.
Letras del Abecedario y Vocabulario en Español
Aguila
Abeja
Arbol
B

Ballena
Borrego
Bombero
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Chimpanzee
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Espantapajaros
Edredón
Enfermera
Gato
Grillo
Gallina
Hormigas
Helicóptero
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</table>
Koala
Kayak
Kimono
Langosta
Leon
Lombriz
Lluvia
Llama
M

Mapache
Maiz
Medusa
N

Nutria
Nido
Números
Ñu Ñandu
Orca
Orangutan
Oso Hormiguero
Pulpo
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Quetzal
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Tortuga
Tiburon
Tigre
U

Unicornio

Uva
Vaca
Vicuna
Vaquero
Waterpolo
Wapiti
Xiphias
X-ray
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<td><img src="image3.png" alt="Yo-yo" /></td>
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Queridos Padres:

Zorrillo  Zebra  Zorro
A continuación ustedes encontrarán algunas divertidas actividades que ustedes podrán practicar en sus casas con sus hijos para poder aprender a identificar las letras del abecedario en Inglés, al mismo tiempo en donde sus hijos podrán se ampliar su vocabulario repitiendo el nombre de varios objetos que comienzan con las letras del abecedario.

Esta actividad puede utilizarse como un juego de memoria, en donde usted puede enseñarle la letra del abecedario y su hijo/hija podría decir el nombre o producir el sonido de la misma. Otra alternativa es usarlo como un juego de relación de Sonido y objeto, en donde usted podrá decir la letra y su hijo/hija podría identificar las palabras u objetos que comienzan con la letra del abecedario. Ejemplo “S” Sun, Snake, Soap.
Letras del Abecedario y Vocabulario en Inglés
Butterfly
Bus
Bee
C

Cat

Caterpillar

Castle
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Eel
Elephant
Eagle
F f
Frog
Fish bowl
Flowers
G
Grasshopper
Grapes
Gift
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Ice Skating
Iguana
Igloo
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<td><strong>Jelly fish</strong></td>
<td><strong>Jack in the Box</strong></td>
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<td><strong>Jumping rope</strong></td>
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</tbody>
</table>
Koala Bear
King
Kimono
Lion
Lamb
Leopard
M

m

Monkey

Mouse

Mole
N

Nest
Nurse
Nutcracker
Owl
Octopus
Otter
Penguin
Panda Bear
Painting
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</tbody>
</table>
Rocket
Rain
Rose
Scarecrow  Scorpion  Sailboat
Turtle
Tend
Tiger
U u

Unicorn
Umpire
Veterinary

Vampire
Walrus
Water-polo
Watermelon
X-ray
Xiphias
Xiphias
Yak
Yatch
Yo-yo
Zebra
Zeppelin
Zookeeper
Aprendiendo a trazar las letras del Abecedario

El lenguaje puede ser expresado en forma escrita o verbal. Las letras son las representaciones gráficas de los sonidos del abecedario. Cuando los niños comienzan a diferenciar que las letras son diferentes y que tienen sonidos diferentes es una señal de que está aprendiendo a diferenciar entre el sonido y la representación gráfica.

La función de la escritura se puede interpretar en formas diferentes. Podemos leer e interpretar las señales que vemos alrededor de nosotros. Nuestros niños empiezan a identificar logos o anuncios a edad temprana sin necesidad de que sepan leer. Cuantas veces vamos en el carro y ellos pueden “leer” anuncios panorámicos o
señales que son familiares: McDonald, Stop, etc. Como padres podemos ayudar a nuestros hijos proporcionándoles oportunidades en donde ellos puedan practicar y trazar algunas de esas letras que más tarde les ayudara a formar palabras y luego y oraciones.

Como padres y educadores podemos ayudar a introducir a nuestros hijos con las letras a edad temprana y en forma divertida. Los periódicos, libros, menús en los restaurantes que contienen letras, palabras y oraciones completas pueden ser nuestras primeras herramientas para introducirlos en el proceso de la lecto-escritura. ¿Cuántas veces nuestros hijos pretenden que pueden "escribir y leer" cuando en realidad solamente
están haciendo garabatos o interpretando las ilustraciones que ellos ven? o ¿Cuántas veces identifican la primera letra de su nombre como un todo, “Mira J dice Juan”? Por eso es importante enseñarles a nuestros hijos que cada letra del abecedario tiene trazos diferentes y sonidos al mismo tiempo que existen letras mayúsculas y minúsculas. Incluso podemos ayudarles a comprender que necesitamos seguir una dirección al escribir comenzando de izquierda a derecha y que comenzamos a leer de arriba hacia abajo.

A continuación encontrarás una guía para trazar las diferentes letras del abecedario, indicando los trazos a realizar para cada letra del abecedario. Las letras del
abecedario son las mismas en español que en inglés a

diferencia de que en español se usan 3 letras más que en

ingles. En español tenemos la letra /ch/ /ll/ ñ/ que no

encontramos en el abecedario en Ingles.
Aprendiendo a trazar las letras del Abecedario

español e inglés

Queridos Padres:

Su hijo/hija va a aprender a trazar las letras del abecedario siguiendo los movimientos correctos para el trazo de las letras que más tarde lo ayudaran en el proceso de la lecto-escritura ya sea en español o inglés.

A continuación encontraran algunas sugerencias para ayudar a su hijo/hija a disfrutar y aprender con actividades divertidas.

1. Para empezar, establezca una rutina durante el día para practicar con su hijo/hija.
2. Seleccione la letra de la semana (la maestra le indicará la letra de la semana)

3. Modele el trazo de la letra y repita el nombre de la letra antes de presentarlos a su hijo/hija y repítanlos juntos.

4. Trace con su dedo en el aire la letra y repita el sonido a medida que va trazando la letra antes de utilizar alguna otra herramienta como lápiz, crayola o marcadores.

5. Finalmente deje a su hijo trazar la letra utilizando crayolas, lápiz de colores, marcadores o lápiz.
Disfrute el tiempo que pasa con su hijo haciendo esta actividad.
Esta es la letra “A” mayúscula. Usa tu dedo para trazar la letra y di “A” y esta es la “a” minúscula.
Aa

1 2

3

la abeja  la araña  el árbol  el arco iris  el asno
C

el cordero
el caracol
el cangrejo
el conejo
el cocodrilo
Ch ch ch

la chaqueta  el chile  el chimpancé  la chinchilla
Dd

los dientes  dos  el delfín  el dinosaurio
Ee

el elefante  la estrella  el edredón  la enfermera  el espantapájaros
Ff

la foca
las flores
el flamenco
las formas
las frutas
Gg

1. el ganso
2. la gallina
3. el gato
4. el globo
5. el granjero
Hh

el helado  el hogar  el helicóptero  el huevo  el hipopótamo
la jirafa  el jardín  el jabón  el jugo  los juguetes
Kk

el kayak  el koala  el kimono  el karate  el kiwi
~ Ñ Ñ

~ Ñ Ñ

1 3 2
∴

el ñame  el ñandú  el ñu
el oso  la oruga  el óvalo  el océano  la oveja
el tiburón  la tortuga  la Tierra  el teléfono  el tigre
Xiphias gladius
el xilófono
los rayos X
Yy

el yate  el yak  el vovó
Leer historias en voz alta
Leer en voz alta es una actividad que promueve la atención en niños pequeños. El leer en voz alta a un niño va a promover el desarrollo de su lenguaje y vocabulario cuando escuchen nuevas palabras o palabras conocidas. El lenguaje usado en los libros es en su mayoría es más complejo del que se usa en una conversación diaria. Cuando leemos a nuestros hijos, los familiarizamos con nuevos sonidos, palabras y muchas veces con el significado de las palabras que utilizamos cuando leemos un libro. Nuestros hijos van a aprender a pronunciar y comprender nuevas palabras que más tarde ellos podrán incorporar en sus conversaciones o en el proceso de lecto-escritura.
Leer en voz alta también favorece la percepción auditiva de los sonidos de las letras y como se pueden combinar para formar palabras o oraciones completas. Esta característica está relacionada con la discriminación fonológica de los sonidos. Una vez que el niño aprende a discriminar los sonidos puede comenzar a comprender que hay palabras que suenan igual pero que tienen un significado diferente o palabras que tienen terminaciones iguales y riman.

Leer a sus hijos es una manera de favorecer otras áreas también, como aumentar su vocabulario, motivarlo a que exprese sus emociones o intereses, dándoles oportunidad de describir las ilustraciones que ven en el
libro o simplemente dejarlos usar su imaginación cuando sus hijo lo escuchen leer en voz alta. Una recomendación antes de leer un libro a su hijo, asegúrese de leer el libro primero antes de leerlo a sus hijos. De esta manera usted estará más familiarizado con la historia y sus hijos podrán hacer preguntas que usted podrá contestar sin tener que buscar la respuesta.
Lista de historias cortas que puedes practicar y leer con tus hijos

El Gato Leo Comes to Play: A First Spanish Story

By: Opal Dunn

I Love My Daddy Because ... /Quiero a mi papa porque ...

By: Laurel Porter Gaylord
I Went Walking/Salí de paseo
By: Sue Williams
Illustrated by: Julie Vivas

My Grandma/Mi Abuelita
By: Ginger Foglesong Guy
Illustrated by: Vivi Escriva
Aprendiendo a comprender la lectura

Niños en edad preescolar pueden desarrollar comprensión del lenguaje escrito y oral usando sus propias experiencias y comparándolas con el relato de una historia. Leer promueve la comprensión de nuevos conceptos y enriquece el vocabulario en los niños desde que son pequeños. Un método que muchos maestros usan
es la lectura de comprensión, en donde se hacen preguntas abiertas para cerciorarse que el niño está entendiendo lo que se está leyendo. Otro aspecto importante en la lectura de comprensión es el hacer una conexión con lo que el niño sabe y lo que está aprendiendo de la lectura. Una manera de favorecer al niño en esta área es hacer preguntas y escuchar lo que los niños dicen. A veces es conveniente no darles la respuesta a todo lo que sus hijos preguntan y promover su sentido de análisis al tratar de responder sus propias preguntas. Otra manera es motivarlos a usar palabras nuevas para desarrollar su lenguaje oral y comprensión en conversaciones más complejas. En ocasiones es necesario
repetir lo que el niño dijo para estar seguros de que es lo que quiere expresar y poder contestar sus preguntas.

Una manera de promover lenguaje de comprensión es leer en voz alta y hacer preguntas acerca de lo leído. Cuando el niño haga preguntas es conveniente dejarlo expresarse libremente, incluso poder ampliar su vocabulario y el contenido de la historia. En ocasiones se puede permitir a los niños el dar sus propias interpretaciones para con esto conocer cuánto saben acerca del tema del que se está hablando. Y permitir que su hijo/hija haga preguntas para ampliar su vocabulario y contenido del contexto también es importante.
Cuando sus niños hagan preguntas relacionadas con la historia dele la oportunidad de usar oraciones completas y no solamente que responda con un “sí” o “no”. Continúe haciendo preguntas hasta que su niño esté satisfecho con sus respuestas.

Cuando escoja un libro trate de que este al nivel de comprensión de sus hijos, para que este sea interesante y no aburrido y que haga perder su interés porque sus niños no comprenden el contenido del mismo.
Aprendiendo a comprender la lectura

Queridos Padres:

Sus hijos van a aprender a escuchar y comprender el significado de nuevas palabras como parte de esta actividad. Cuando le lea a su hijo/hija ellos ampliaran su vocabulario cuando usted use oraciones completas.

Cuando lea una historia que contenga palabras nuevas es conveniente que introduzca la palabra nueva y explique el significado de esta para que sus hijos puedan comprender el significado cuando usted use las palabras como parte del contenido de la historia. A continuación se dan unas sugerencias para que esta actividad sea amena y divertida de realizar con sus hijos.
1. Tenga una lista de las palabras nuevas que va a introducir a su hijo y que aparecen en la historia.

2. Pregúntele a su hijo si ha oído esa palabra anteriormente y si sabe lo que significa.

3. Repitan la palabra juntos.

4. Aplique la palabra en una oración corta para ver si su hijo comprendió el significado.

5. Escriba la nueva palabra en una tarjeta y déjela a la vista para que su hijo pueda verla con frecuencia.

A continuación se proporciona una lista de historias cortas que pueden leer con sus hijos.
B. Martin Jr. & E. Carle

Seven Blind Mice By E. Young

The Napping House By A. Woods

We’re going on a Bear Hunt By H. Oxenbury

I Went Walking By S. Williams

Contar historias y repetirlas

El contar historias es una vieja forma de introducir literatura en los niños. En tiempos pasados los abuelos les
contaban historias a sus hijos y estos se las contaban a sus hijos. Actualmente esta vieja práctica ha desaparecido. Los padres están tan ocupados que no tienen tiempo para sentarse y contarles a sus hijosacerca de su infancia o de eventos familiares ocurridos en el pasado.

Muchas historias infantiles describen eventos y utilizan un amplio vocabulario que enriquece el lenguaje infantil. El uso de rimas, trabalenguas promueve a los niños a desarrollar su interés por la lectura. El niño aprende a identificar a los personajes, a describir situaciones y a predecir eventos en la historia. Al mismo tiempo de que promueve la comprensión y el uso de la
memoria para recordar eventos y poder expresarlos usando el lenguaje oral o escrito.

Contar historias y repetirlas

Queridos Padres:

Su hijo/hija va a aprender a escuchar historias que usted va a leerle en voz alta y repetirlas usando sus
propias palabras. Recuerde durante esta actividad deje a
su hijo hablar libremente y a escuchar lo que dice. A
continuación se presentan unas estrategias que usted
podría utilizar durante esta actividad.

1. Haga este momento de lectura un momento
especial durante el día.

2. Introduzca la historia y hable de las palabras
nuevas que su hijo va a escuchar

3. Lea el título del libro y el autor

4. Tome su tiempo al leer. Esto le dará tiempo a
su hijo de comprender lo que está
escuchando.
5. Indique cuando está leyendo y muéstrele a su hijo que usted lee las palabras y no los dibujos o ilustraciones.

6. Expresé emociones y cambie el tono de su voz para darle un énfasis diferente a la lectura.

7. Haga preguntas ¿Cómo? ¿Dónde? ¿Cuándo?

Esta desarrollándose la historia mientras lee.

Al final de la historia haga comentarios acerca de lo que paso en la historia y que te gusto o no de la misma.

Algunas recomendaciones para que la actividad sea más divertida de realizar con sus hijos

1. Haga esta actividad parte de su rutina diaria.
2. Hable con sus niños todo el tiempo y escúchelos también.

3. Seleccione una historia y repítala con frecuencia, esto ayudará a que su niño se familiarice con los eventos y pueda repetirla después por sí mismo.

4. Esta actividad puede incluso realizarse cuando usted va caminando o en el automóvil, pregúntele a su hijo ¿Te acuerdas que paso con el personaje de la historia?

5. Repetición es un elemento que ayuda a favorecer la memoria para poder contar una historia.

6. Disfrute esta actividad con su hijo y celebre sus progresos.
A continuación Usted encontrara algunas historias que podrá contar a sus hijos y que ellos podrán repetir después utilizando algunos materiales visuales.

La maestra le proporcionara una historia diferente cada semana.

Historias para contar
y repetir con sus hijos

El Guante

Un día de invierno, un pequeño niño quería salir a jugar afuera con la nieve. “Está muy frío afuera” le dijo su abuela. “Ponte algo que te proteja y estés caliente.” Entonces el pequeño niño se puso su chamarra, sus botas,
su gorro, su bufanda y por último se puso sus guantes. El niño estuvo jugando toda la mañana en la nieve. El hizo muchas bolas de nieve. De repente escuchó, “Es hora del almuerzo” lo llamó su abuela. El pequeño corrió hacia la casa sin fijarse que había tirado uno de sus guantes en la nieve. Una ardilla que corría en el patio, se encontró el guante tirado en la nieve y dijo, “está muy frio. “Este guante podría conservarme caliente y cómodo”. Entonces la ardilla se metió dentro del guante que era perfecto para ella. En seguida apareció un búho que dijo, “Está muy frio” y le dijo a la Ardilla “ ¿Podrías hacerme un espacio contigo para mantenerme caliente también?”. La ardilla tenía miedo que el búho fuera a comérsela pero
está tan frío afuera que la ardilla dejó que el búho
entrara al guante. El guante se extendió un poco para que
el búho entrara. En eso apareció un zorro que le dijo a la
ardilla y al búho, “Está muy frío aquí, ¿me podrían dejar
entrar con ustedes para mantenerme caliente también?”
La ardilla y el búho lo pensaron un minuto, el zorro podría
comérselos, pero al final como estaba tan frío afuera lo
dejaron entrar. El zorro les dijo “Si se juntan un poco y
estiramos el guante yo podría entrar también”. Enseguida
apareció un oso que se acercó al guante “está muy frío
aquí” les dijo a la ardilla, al búho, y al zorro que estaban
dentro del guante. El oso preguntó “¿Ustedes creen que
yo también podría entrar y calentarme un poco?”. Los
animales lo pensaron un minuto, porque el oso podría comérselos también. Pero como estaba tan frío afuera que la ardilla, el búho y la ardilla dejaron que el oso se entrara al guante también. Cada vez que alguien entraba al guante, este se es-t-i-r-a-b-a más y más. En eso apareció un pequeño ratón que dijo a los animales que se encontraban dentro del guante “aquí está muy frío” y preguntó “¿Ustedes creen que yo podría entrar también para conservarme caliente también?”. En eso el oso contestó “NO! no tenemos más lugar aquí” pero la ardilla dijo “Está muy frío afuera y el ratón es tan pequeño, que seguramente podría caber sin ningún problema también” Tan pronto el ratón trató de meterse dentro del guante,
el oso, e y el búho escucharon un sonido. Rrrrip! Y Pop! El guante se había *descosido* de un extremo. En ese momento todos los animales cayeron en la fría nieve.

Todos los animales dijeron “Está muy frio aquí,” y comenzaron a correr en busca de otro lugar para conservarse calientes. Al otro día el pequeño niño salió a jugar al patio otra vez y lo primero que vio en el suelo fue el guante que había perdido el día anterior y dijo, “Oh aquí está mi guante,” y al recogerlo se dio cuenta de que estaba descosido por uno de los lados. El pequeño se preguntó “¿Que habrá pasado porque mi guante está roto?”. 
“The Mitten”

“El Guante”
Los tres pequeños cerditos
Había una vez tres pequeños *cerditos* que vivían con su padre y madre en una pequeña *casa* en el bosque. Cuando crecieron un día decidieron que querían salir y conocer el mundo. En el camino los cerditos se encontraron a un hombre que iba cargado unos bultos de paja. Tan rápido como el viento, uno de los cerditos pensó “Yo construiré mi casa de paja” y compró la paja. Tan pronto la compró el cerdito comenzó a construir su casa y se movió a vivir en ella.

El segundo cerdito se encontró a un hombre que iba cargando unos bultos de ramas secas y pensó “Yo construiré mi casa usando estas ramas secas” tan pronto
como la compró empezó a construir su casa y se movió a vivir en ella.

El tercer cerdito se encontró a un hombre que llevaba unos ladrillos en su carreta. El cerdito compró los ladrillos y con mucho trabajo y empeño comenzó a construir su casa, pero le llevó más tiempo que el que sus hermanos tomaron para construir sus casas. Finalmente la casa estuvo lista y el cerdito se movió a vivir en su nueva casa.

De repente, un lobo que había estado observando a los tres cerditos mientras construían sus casa dijo “Humm” sobándose la panza, “Esos cerditos gordos podrían ser una buena comida para mí” El lobo se vistió
con sus mejores ropas y se dirigió a la casa del primer cerdito que había construido la casa de paja. Con una ronca voz el lobo dijo “Pequeño cerdito, pequeño cerdito déjame entrar” y el cerdito contestó “No por los pelos de mi barba” mientras el cerdito lo observaba por la ventana. Entonces el lobo le dijo, “Entonces soplaré y soplaré y tu casita derribaré” entonces el lobo sopló tan fuerte, que la casa del cerdito se derrumbó. El cerdito corrió tan rápido a la casa de su hermano (él había construido su casa con ramas secas).

Entonces el lobo que había seguido al cerdito, tocó la puerta de la casa hecha con ramas secas y dijo, “Pequeño cerdito, pequeño cerdito déjame entrar,” y el cerdito
contestó, “No por los pelos de mi barba” mientras el cerdito lo observaba por la ventana. Entonces el lobo le dijo “entonces soplaré y soplaré y tu casita derribaré”. Entonces el lobo sopló tan fuerte, que la casa del cerdito se derrumbó. Los cerditos corrieron tan rápido a la casa de su hermano (él había construido su casa con ladrillos).

A este tiempo el lobo ya se encontraba muy enojado y tocando a la puerta del tercer cerdito y dijo “pequeño cerdito, pequeño cerdito déjame entrar” y el cerdito contestó “No por los pelos de mi barba” mientras el cerdito lo observaba por la ventana. Entonces el lobo le dijo, “entonces soplaré y soplaré y tu casita derribaré” entonces el lobo soplo tan fuerte, y tan fuerte pero la
casa del cerdito no se derrumbó. El lobo sopló y sopló tan fuerte que después de un rato estaba tan cansado que se quedó dormido en el portal de la casa.

Cuando los cerditos vieron al lobo durmiendo afuera decidieron ponerlo en un costal y llevarlo a una parte muy lejana en el bosque. El lobo no regresó nunca y los cerditos vivieron felices por siempre.
Los tres pequeños cerditos y el lobo
La caperucita roja

Erase una vez una niña llamada . Una mañana de salió de su llevando una con pan, tortas y una jarrita de miel para su que estaba enferma y vivía en el corazón del .

en medio del se encontró con el que la engañó para ir por el camino más largo y así él llegar antes a de la .

El entró en de la y ella de un salto se escondió en él .
El se disfrazó de y se metió en la, esperando a que llegara para comérsela. Cuando por fin llegó muy asombrada exclamó:

- Ay! que más grandes tienes. son para verte mejor nietecilla.

- Ay! que más grandes que tienes. son para oírte mejor.

- Ay! que más grande tienes. ¡¡¡ Es para comerte mejor!!!
de un salto el se abalanzó sobre que salió gritando del susto, llamando la atención del y su que pasaban por allí.

rápidamente el con su disparó, ibang, bang!, dio su merecido al y fue tan grande el escarmiento que jamás volvimos a saber de él, y colorín colorado

este se ha acabado.

Fin.

sacado de la página: http://www.educa.aragob.es/cprcalat eva/index.html, visítala no te arrepentirás.
Escuchar y repetir rimas

Los niños desde pequeños comienzan a repetir pequeñas canciones o rimas como parte del uso del lenguaje. Cuando los padres cantan canciones de cuna o recitan pequeñas frases a sus hijos están desarrollando el área auditiva del lenguaje en donde más tarde el preescolar va a poder a discriminar sonidos o letras. En preescolar los niños aprenden a identificar sonidos individuales de las letras o a combinan dos sonidos juntos. En español tenemos palabras que riman pero no le damos importancia a este aspecto cuando nuestros niños están aprendiendo a leer o escribir, a diferencia de lo que ocurre cuando escriben o leen en inglés. La rima es una
parte importante en las áreas de lecto-escritura en
inglés.

En español por ejemplo un niño es capaz de
identificar palabras que terminan con los mismos sonidos
como sol con caracol si ve la palabra escrita, porque
termina con las mismas letras. Pero en inglés el uso de las
palabras que riman (rhyming words) es indispensable en
el proceso de lecto-escritura. Por ejemplo bat, cat, hat.
Los niños aprenden a leer y escribir escuchando los
sonidos usados cuando hablan e identificándolos
independientemente los ayudará a que más tarde pueda
aprender a leer.
Escuchar y repetir rimas

Queridos padres:

Sus hijos van a aprender a escuchar, contar y repetir rimas usando el vocabulario que ha aprendido en las lecciones anteriores. La idea de crear estas actividades es con la finalidad de favorecer la introducción de elementos de literatura a edad preescolar como repetición de palabras, palabras que rimen o que comiencen con la misma letra o las letras que riman, esto con la idea de favorecer su memoria y pronunciación al repetirlas. A continuación se dan algunas estrategias que usted podría utilizar para que esta actividad sea más provechosa.
1. Haga esta actividad parte de su rutina diaria.

2. Hable con sus niños todo el tiempo y escúchelos también.

3. Seleccione una historia y repítala con frecuencia, esto ayudará a que su niño se familiarice con los eventos y pueda repetirla después por sí mismo.

4. Esta actividad puede incluso realizarse cuando usted va caminando o en el automóvil, pregúntele a su hijo, ¿Te acuerdas que paso con el personaje de la historia?
5. Repetición es un elemento que ayuda a favorecer la memoria para poder contar una historia.

6. Disfrute esta actividad con su hijo y celebre sus progresos.

A continuación se presentan unas actividades para que su hijo/hija practique identificando palabras que rimen. Estas actividades se presentan en inglés, porque como se menciono anteriormente (Rhyming words) son una herramienta indispensable en el proceso de lecto-escritura en inglés.

<table>
<thead>
<tr>
<th>Moon</th>
<th>Spoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hat</td>
<td>Mat</td>
</tr>
<tr>
<td>Boat</td>
<td>Coat</td>
</tr>
<tr>
<td>Pan</td>
<td>Fan</td>
</tr>
<tr>
<td>Pin</td>
<td>Fin</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Tree</td>
<td>Bee</td>
</tr>
<tr>
<td>Rose</td>
<td>Hose</td>
</tr>
<tr>
<td>Fox</td>
<td>Box</td>
</tr>
<tr>
<td>Hen</td>
<td>Pen</td>
</tr>
<tr>
<td>Cane</td>
<td>Plane</td>
</tr>
<tr>
<td>Cake</td>
<td>Rake</td>
</tr>
<tr>
<td>Gate</td>
<td>Skate</td>
</tr>
<tr>
<td>Cave</td>
<td>Wave</td>
</tr>
</tbody>
</table>
Escuchar y repetir rimas

Queridos padres:

Sus hijos van a aprender a escuchar, y repetir rimas usando el vocabulario que ha aprendido en las lecciones anteriores. La idea de crear estas actividades es con la finalidad de favorecer la introducción de elementos de literatura a edad preescolar como repetición de palabras, palabras que rimen o que comiencen con la misma letra y favorecer su memoria y pronunciación al repetirlas. A continuación se dan algunas estrategias que usted podría utilizar para que esta actividad sea más provechosa. Haga esta actividad parte de su rutina diaria.
1. Hable con sus niños todo el tiempo y escúchelos también.

2. Seleccione una historia y repítala con frecuencia, esto ayudará a que su niño se familiarice con los eventos y pueda repetirla después por sí mismo.

3. Esta actividad puede incluso realizarse cuando usted va caminando o en el automóvil, pregúntele a su hijo, ¿Te acuerdas que paso con el personaje de la historia?

4. Repetición es un elemento que ayuda a favorecer la memoria para poder contar una historia.
Rhyming Picture Cards

[Images of a rose, a hose, a fox, a box, a chicken, a pen]
Rhyming Picture Cards

1. Pan  
2. Fan  
3. Pin  
4. Fish  
5. Tree  
6. Bee
Rhyme Time

and have the same ending sound.
and rhyme.

Name the pictures in each box.
Circle the two pictures whose names rhyme.

<table>
<thead>
<tr>
<th>cane</th>
<th>can</th>
<th>plane</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>cake</td>
<td>rake</td>
</tr>
<tr>
<td>gate</td>
<td>skate</td>
<td>hat</td>
</tr>
<tr>
<td>five</td>
<td>cave</td>
<td>wave</td>
</tr>
</tbody>
</table>
El uso de la escritura en preescolar trazando letras, formando palabras y oraciones

Los niños comienzan a experimentar con el lenguaje escrito cuando comienzan a comprender que lo que expresan verbalmente se puede imprimir usando letras que forman palabras y finalmente oraciones para expresar sus ideas. En preescolar la idea del uso de escritura está relacionada con el uso de dibujos o garabatos que el niño quiere expresar. En ocasiones preescolares desarrollan el concepto de escritura cuando comienzan a identificar el nombre y el sonido de la primera letra de su nombre. A veces incluso pueden reconocer la primera letra en otros planos y decir “Mira mi nombre” cuando en realidad es solo la primera letra.
En preescolar los niños puedan comenzar a desarrollar el concepto de escritura cuando los niños comprenden que existe una relación entre el sonido y las palabras escritas. Cuando los niños escriben también desarrollan el concepto de escritura. Sus dibujos representan la forma de escritura y tienen un significado en especial para ellos. Al mismo tiempo la escritura empieza a tener un significado diferente cuando a ese dibujo se le agrega un texto. A mediada de que el tiempo pasa los niños comienzan a expresar sus ideas y un adulto puede escribirlas y leerlas después.
A continuación se presentan unos ejemplos de cómo un niño en preescolar puede expresar y comenzar a usar la lecto-escritura antes de entrar a kindergarten. Está estudiante en particular tuvo la oportunidad de asistir a un programa Head Start y recibir apoyo en casa usando la guía bilingüe para la introducción a la lecto-escritura para pre-escolares.
Niña, 4 años, 6 meses asistiendo a un programa de pre-escolar
Niña, 4 años, 8 meses asistiendo a un programa de pre-escolar
Mamá me leyó un libro de la cenicienta que la ponían a hacer el trabajo de la casa y llegó un príncipe y se caso con ella

Niña, 4 años, 10 meses asistiendo a un programa de pre-escolar
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Rumberger, R. (2000). *Presentation to the Joint Committee to Develop the Master Plan for Education Kindergarten through University,* Linguistic Minority Research Institute, University of California.


