
CONNECTING WITH FAMILY

- *Send monthly newsletters home*
- *Visit and participate in cultural community events*
- *Invite parents to lead classroom and school activities*
- *Invite community members to teach cultural concept or dance*
- *Make home visits*
- *Communicate positive and concerning information using a translator, by email or phone call*
- *Form parent focus groups*
- *Invite parents for student led activities or presentations*

Accommodating ELL Needs

- *Modify instruction: pre-teach vocabulary*
- *Create high-low level language groups*
- *Modify language on tasks and add visuals*
- *Present information in smaller chunks*
- *Show video clips on content*
- *Assess vocabulary using matching, labeling or sorting activities*
- *Use visual representation during lessons, e.g. power point*
- *Extended time for tasks and assessments*
- *Small group instruction*
- *Create bilingual word wall with pictures*
- *Provide Spanish/English dictionary (for students/staff)*

Understanding Cultural Differences Between Home and School for ELLs



<http://www.scoilmonica.com/pages/photo-gallery.php?cat=/Clipart%20Library/Children%20nationality>

RESOURCES AVAILABLE

- *BOCES interpreting or translating requests:*
<https://www.monroe.edu/Page/2756>
- *BOCES Spanish teacher's lesson reviews, resources, and game links:*
<https://www.monroe.edu/Page/1156>
- *Learn Spanish online:*
<https://www.babbel.com>
- *Attend Professional Development within BOCES:*

*Developing an IEP for English Language Learners with Special Needs

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=13458&I=2974813>

*Distinguishing Language Difference vs. Disability

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=13458&I=2974739>

DEBUNK COMMON MISCONCEPTIONS

ELL Families **Do**:

- *Care about their child's education*
- *Attempt to help students with their homework*
- *Want to be involved in classroom/school activities*
- *Respect the teacher's role and expertise*
- *Desire to advocate for their children's needs and services*
- *Want to contribute their time and skills to their child's classroom*

MAJOR CULTURAL DIFFERENCES

- *Physical space- no "bubble"*
- *Volume/tone- expressive*
- *Mannerisms- hand movement while speaking*
- *Eye contact- minimal, respectful*
- *Attire- dress to represent oneself*
- *Formalities: last name vs first name*
- *Salutations: kiss or hug*
- *Elder's opinion is respected, and carries a lot of weight*
- *Family vs individual goals*