

Immigration Stories: Culturally Responsive Sustaining Pedagogies

Title III After School Program

Grades 3-5

2019-2020

By Alison DuBois-Eker

Schedule: Mondays and Thursdays from 3:00-5:00. There will be two groups of students in grades 3-5, requiring one-two teachers for each group. The program will run from December through April or May. There will be 8-10 Saturday sessions, consisting of 3-5 hours each. The budget and program plan will also incorporate professional development and planning time, at a per session rate, prior to the launch of the after school program, in order to be informed around practices for teaching about immigration, and implementing advanced literacy protocols.

Demographics:

Students invited to attend the “**Immigration Stories**” after school program will be **immigrant ELLs in grades 3-5**. Students will represent **a range of proficiency levels**, as well as **a range of cultural and linguistic backgrounds**. I will use the ATS RPOB report to identify the birth places of invitees. Students will be invited by letter (in English and the home language) which will outline for parents the scope and expectations of the program. Parents will also be given the opportunity to contact the ENL teacher and have any questions they may have answered.

Content:

During class, we will engage with a **text set** that includes a variety of children’s literature on the **topic of immigration**. Through carefully selected texts, students will practice **NYSESLAT-like tasks** in listening, reading, writing, and speaking. In addition to this, we will also study a small set of **high utility academic vocabulary**, and develop oral language through discussions of selected texts using **Advanced Literacy protocols**, such as Jigsaw, Chat Stations, Stronger and Clearer Each Time, and The Question Formulation Technique. Due to the fact that students at a range of English proficiency levels will be engaging in advanced literacy practices, I plan to have students work in cooperative groups, organized by home language, so that they can work together, support and learn from each other. Throughout these practices, we will be working towards an end goal of **extensive writing for an authentic audience**: Students will use digital storytelling to share their personal immigration stories.

Materials:

This program will require the purchase of **bilingual children’s literature** in Chinese and Spanish (and other languages, where available). The program will include children across a range of English proficiency levels and native language backgrounds. The Chancellor’s Regulations require Multilingual learners (MLLs) in Freestanding ENL programs to receive a certain amount of Native Language Support. In addition to this, home language support for multilingual learners has been proven by research to be beneficial to students English language and academic development. Books such as “Islandborn” by Junot Diaz, “Dreamers” by Yuyi Morales, “La Frontera”, by Deborah Mills, “Dear Primo, a Letter to my Cousin”, by Duncan Tonatiuh, “Carmela Full of Wishes”, by Matt de la Pena, and “Drawn Together”, by Minh Le tell stories of immigration that are both deep and relatable to immigrant children.

Immigration Stories
Title III After School Program
Grades 3-5
2019-2020

Parent Involvement:

On select **Saturdays**, parents will be invited to school to participate in activities that will support our studies. Parent Saturdays may include:

- **Parent Letter:** Parents will be asked to write a letter to the teacher, in whatever language they are comfortable, around the following guiding questions: "What should I know about your child?" "What are some things your child loves?" "What are some things your child does particularly well?" "What are some things your child needs support with?" "How does your child feel about school?" "How does your child feel about life in the United States?" "How do you feel your child is adjusting to a new school, country, etc.?"
- **Parent-child interviews:** Students will formulate interview questions for their parents, in order to do research for their final digital storytelling projects. Parents will attend a Saturday session in which their children will conduct their interviews. Questions may cover motivation for immigrating, their family's journey, and their hopes and dreams for their families and children for the future in the USA.
- **Parent-storytelling days:** Parents will be invited to read or tell a story from their country [related to immigration or not] in their own language to groups of children who speak their language.
- **Family portrait days:** Families will be invited into the school and offered free, professional family portraits. Parents will be invited to wear cultural dress, and may also wear clothing of their choice. These family photos will be a cherished opportunity for the families, and may also accompany the students' final digital stories.
- **Home Visits:** Teacher will conduct optional home visits in an effort to get to know families on a personal level, and in order to be able to better support students and families in the process of developing and sharing their immigration stories. Home visits ([as outlined in Home Visits 101 from Edutopia](#)) will be informal in nature. The goals of the home visit is to get to know the children better, from a different approach & perspective, and to be able to talk with parents, on a personal level, in a space in which they are comfortable, about their hopes and dreams for their children and for their family in the USA.
- **Story Showcase:** A final Saturday will give students the opportunity to share their stories with their families and the project's community by having a **story showcase for participating families**. During the showcase, **students may lead conferences with the parents about their struggles and successes** that they've had throughout the process, and **reflect on what they've learned about themselves as individuals and as learners** throughout the process.
- **Saturday trips:** If time and budgeting allows, we may also conduct immigration related field trips to cultural institutions in NYC such as Ellis Island, The Museum of China in New York, and El Museo del Barrio.

Immigration Stories
Title III After School Program
Grades 3-5
2019-2020

Professional Development:

This school year, our **Instructional Leadership Team**'s focus is “**knowing our students well**”, and incorporating **culturally responsive sustaining pedagogies**. In order to do this, participating teachers and staff in the “Immigration Stories” Title III program will complete **readings** on topics such as [Advanced Literacies](#) (NYCDOE), [Culturally Responsive Sustaining Pedagogies](#) (NYCDOE), [Funds of Knowledge](#) (Moll) [Knowing Students Interests, Language, Culture, Background Knowledge, and More](#) (Servallo), and [Teaching About Immigration](#). Teachers will also view and discuss the “Supporting Immigrants in Schools” video series and resource guide found at: <https://www.cuny-iie.org/>.

Staff:

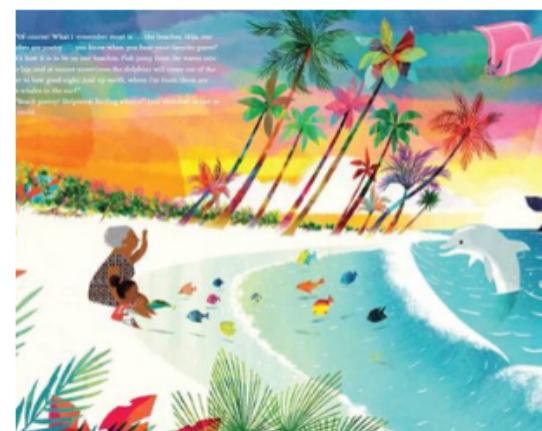
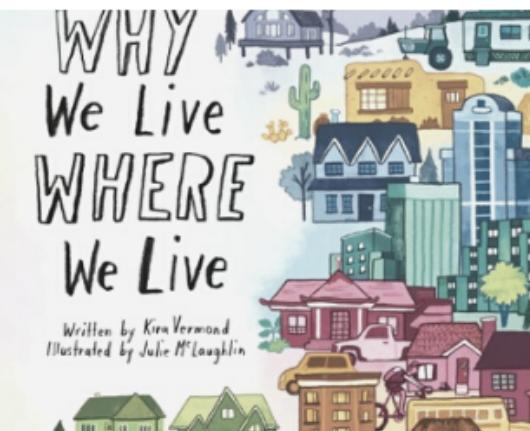
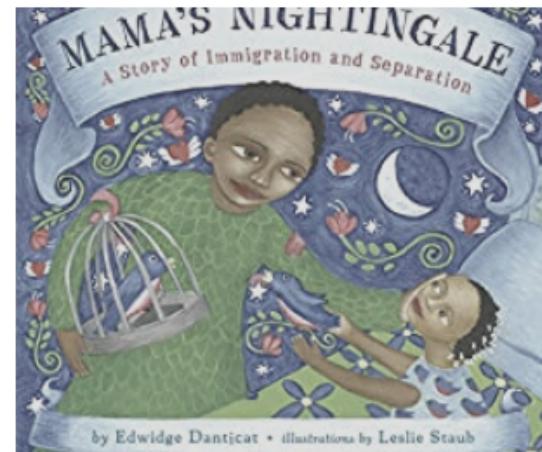
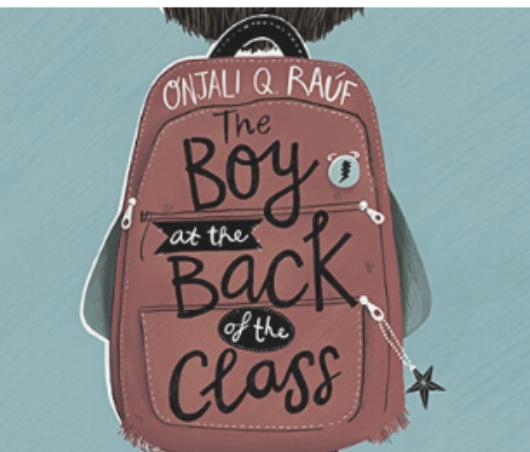
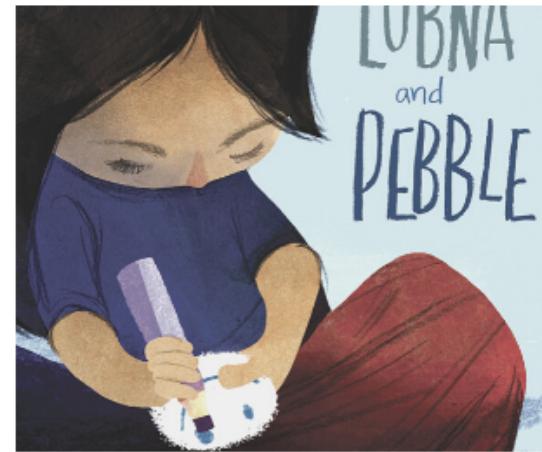
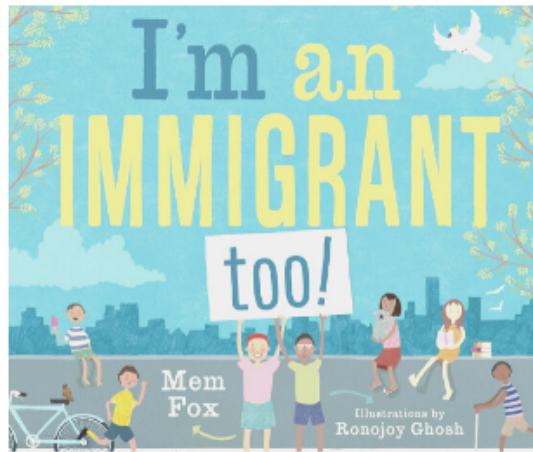
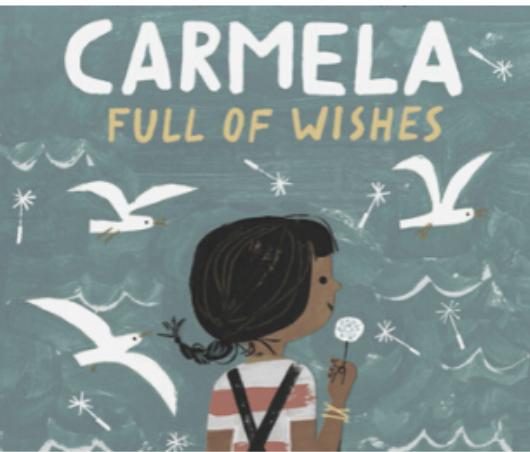
The staff requested for the “Immigration Stories” Title III Program are as follows:

- 2-4 ENL/Bilingual Teachers
- 1 Supervisor
- 3-5 Bilingual teachers or paraprofessionals for Saturday sessions that represent the languages spoken among the children and their families participating in the program.

Rationale:

In light of the NYCDOE’s focus on culturally responsive sustaining pedagogies and the implementation of the Next Generation ELA standards, I would like to give students a chance to share personal stories that are defining parts of their identity. Exploring literature with which **children have deep personal connections**, in English and their native language, can **make** delving into **advanced literacies highly accessible to immigrant children**. Getting to know children and their families on both a **personal and academic level** will not only be **transformative for the students** themselves as well as their families, but will have a **lasting impact on my practice as an educator**. I look forward to trying something new, both professionally and personally.

To view the Immigration Stories After School Program curriculum outline click [here](#).



Immigration Stories Family Letters

Translated into each invitees' native language
(7+ languages)

- Invitation Letter
- Family Portrait Letter
- Storytelling & Interviews Letter
- Home Visits Letter

Invitation Letter

Dear Family of _____:

Your child is being invited to an ENL after school program. This program is for students who have arrived in the United States within the past 3 years, and who are English Language Learners. This program will help students develop English language skills through a series of listening, speaking, reading and writing activities about immigration and starting a new life. We will be exploring and celebrating their experiences moving to the United States. At the end of the program, students will be writing stories about these important moments in their lives.

We hope that the families of participants will also be a part of our program on select Saturdays. We will be holding events at the school that families will be invited to attend. The events include:

- Family portraits: We will offer free professional family photographs to you as a momento for participating in the program
- Student-parent interviews: Children will interview their parents to gather information about your hopes and dreams for your children in the USA
- Native language storytelling: You will be invited to read books or tell stories in your native language to share information about your country and culture
- Optional Home Visits: An opportunity for your child's after school teacher to visit your home in order to get to know their students' family on a more personal level. We'd love to get to know you, your culture, and learn about your aspirations for your child and your family.
- Story Showcase: Students will be sharing their stories with their friends and family in our school.

More information about Saturday events and home visits, including a schedule, will be forthcoming. We will also be hosting a “Question and Answer” session on Friday December 20, 2019 at 8:10 am in room 303a in order to provide more information and answer any questions that invitees and their families may have. If you have questions and would like to speak with one of the teachers, please contact Ms. DuBois, Ms. Torelli, or Ms. Arvelo at 718-236-4205.

The after school program will meet on **Mondays and Wednesdays** from **3:00pm – 5:00pm**. Students should be picked up **promptly at 5:00pm** from the main entrance.

The program will begin on **1/6/20** and will end on **4/29/20**.

Snack will be provided to the children, but feel free to provide your child with their own snack.

Students who are in NIA will return to their NIA group after the ENL program, and you can pick them up at their regular NIA dismissal time.

We are looking forward to working with your child.

ENL Teachers

Family Portrait Letter

Dear Family of _____:

As a thank you for participating in the ENL after school program, we would like to invite families for FREE professional family photographs at PS 247. The event will take place on Saturday January 11th, 2020.

Through the family photo project, we will have a beautiful family photograph to accompany your child's story, and to help bring your child's final writing piece to life. A digital copy of the photo will also be provided via email to the family. Also, with your permission, we may also display your family's photo in our school to celebrate our community's diversity.

Family portraits will be held on Saturday 1/11/20 at PS 247. Your family's appointment time is:

_____ Please arrive promptly.

Tips for taking a great family photo:

- Dress to impress! This is a unique opportunity to capture your beautiful family in a meaningful momento.
- Coordinating colors make for a great photo.
- Allow your personality to shine. If you'd like, wear traditional clothing from your culture.
- Don't be shy about accessories: wear what makes you feel your best.
- Smile for the camera: ☺
- Avoid all white or all black clothing. The background will be a medium/dark neutral.

If you have questions and would like to speak with one of the teachers, please contact Ms. DuBois, Ms. Torelli, or Ms. Arvelo at 718-236-4205.

Please return the attached form by _____.

Child's Name: _____

Class: _____

Please indicate your choices below:

1.

Yes, my family and I will attend

No, my family and I will not attend

2.

Yes, you may display our photo in school.

No, please do not display our photo in school.

Parent's Signature: _____

Phone Number _____

Email address where you would like the photo sent: _____

Interview & Storytelling Letter

Dear Family of _____:

As a part of the ENL afterschool program, we would like to invite you to a Saturday event that will feature student-parent interviews and native language story telling. This event will take place on Saturday February 1 at 9:00 am in room _____.

Interviews:

Your experience is a valuable part of helping your child understand their immigration story. With guidance from the teachers, the students will create questions about:

- **Your expectations for life in the USA**

Ex: What did you imagine life in the USA would be like?

- **Your hopes and dreams for your child in the USA**

Ex: What is one wish you have for me living in the USA?

- ***Your Journey to the USA** (*any information that families are not comfortable disclosing, does NOT have to be shared)

Ex: What are some things that you remember from your travel here? Like, any specific scent or image that stands out in your memory?

Did you travel alone or with family? What was that like?

Storytelling:

We are asking families to either read or tell a story in their native language to a group of students. This is a wonderful opportunity for families to show the importance of storytelling, and to teach our students something about your country or culture. Options for storytelling could be any of the following:

- Oral stories (traditional stories from the country you traveled from or your favorite story growing up)
- Children's books written in your native language
- A narration of an English book in your native language
- A made-up story that you would like to tell

If you have questions and would like to speak with one of the teachers, please contact Ms. DuBois, Ms. Torelli, or Ms. Arvelo at 718-236-4205.

Please return the attached form by _____ to indicate whether or not you and your child will be able to attend.

Child's Name: _____

Class: _____

Yes, my child and I will attend No, my child and I will not attend

Yes, I would like to tell a story in _____.

(please indicate language)

Parent Name _____

Phone Number _____

Home Visit Letter

Dear family of _____,

As a part of our ENL after school program, we are excited to begin our *optional* home visit program. The purpose of home visits is to build positive relationships with families and to partner together to support your child's education. *Please note: This is not a parent/teacher conference, nor is it a meeting that will look critically at your home life or your parenting.* We feel that this practice will have a positive effect on students' academic achievement, improve communication, and bring teachers and families together.

For the home visit, you, your child and their teacher will meet at your home (or another location of your choice). Visitors will be your child's ENL teacher(s) and another school staff member who speaks the home language of the family. The home visit will take place on a selected Saturday, during the late morning or early afternoon, and will last approximately 30-45 minutes. To thank you for hosting us, we will bring a special gift for your family and for our students, as well as important and helpful community resources and information.

On the following form, please indicate if you would like to participate in home visits, where you would prefer to meet, and mark each Saturday date and time slot that would work well for you. Please return the attached form by _____. Your teacher will follow up with you with an exact visit date and time.

We are looking forward to taking time to visit your home, to get to know your family and culture, and to hear about your hopes & dreams for your child. Please contact Ms. DuBois, Ms. Torelli, or Ms. Arvelo at 718-236-4205 if you have any questions or concerns.

Sincerely,

ENL Teachers

Child's Name: _____

Class: _____

Please check one of the options below:

Yes, I agree to a home visit.

Home Address: _____

*Please include floor or apartment number if applicable.

Phone Number: _____

Yes, I would like to meet, but prefer to meet somewhere in the community (like a café or library).

Meeting Location/Address: _____

If you would like to have a home visit with your child's ENL teacher, please indicate all dates/times that would work for you, and your child's teacher will be in contact soon with an exact date and time.

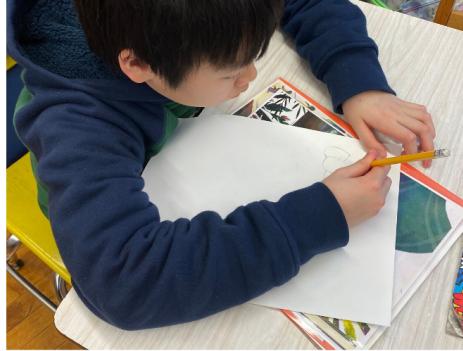
Home Visit Schedule	
Dates	Times
Saturday February _____	9:00 am-9:45 am 10:00-10:45 am 11:00 am – 11:45 am
Saturday February _____	9:00 am-9:45 am 10:00-10:45 am 11:00 am – 11:45 am
Saturday February _____	9:00 am-9:45 am 10:00-10:45 am 11:00 am – 11:45 am
Saturday March _____	9:00 am-9:45 am 10:00-10:45 am 11:00 am – 11:45 am
Saturday March _____	9:00 am-9:45 am 10:00-10:45 am 11:00 am – 11:45 am
Saturday March _____	9:00 am-9:45 am 10:00-10:45 am 11:00 am – 11:45 am

OR

No, I do not agree to a home visit.

Parent's Name: _____

Parent's Signature: _____



IMMIGRATION STORIES AFTER SCHOOL PROGRAM





Immigration Stories

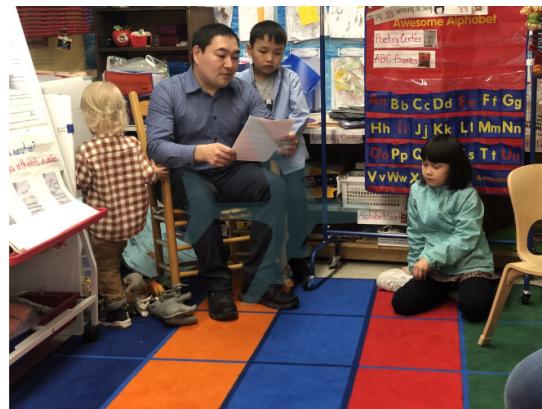
FAMILY PORTRAITS





IMMIGRATION STORIES

FAMILY PORTRAITS



IMMIGRATION STORIES INTERVIEWS & NATIVE LANGUAGE STORYTELLING



HOME VISITS

