



# 4 QG Webinar

Resources to Provide High Quality Services to  
MEP Students

# MIGRATORY EDUCATION: INTERIM LITERACY INSTRUCTION

**Using the Migrant Literacy NET (MLN) to  
provide interim and ‘shelter in place’ instruction**

**MiraCORE Consortium** 



Due to the COVID 19 Virus many schools and school districts are in recess and it is recommended that children stay home.

The Migrant Literacy NET (MLN) can be used to provide 'shelter in place' interim literacy instruction for migrant students and any other students who are home from school

# Resources available on the Migrant Literacy NET for interim and home instruction in reading

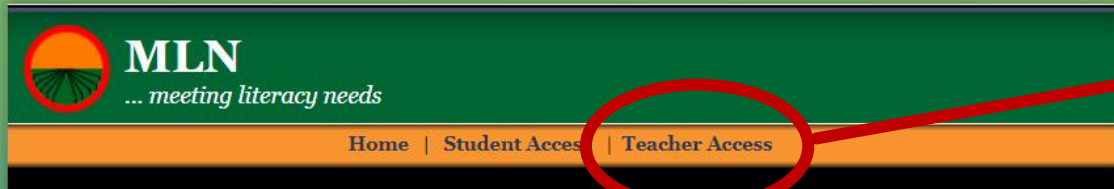
- Activities for parents to assist their children with reading skills as well as black line masters which can be re-purposed for home instruction in reading, writing, mathematics and study skills
- Online reading screeners which identify student reading needs and automatically assign online reading tutorials to meet those needs which are aligned to Common CORE standards and WIDA standards
- Over 300 online reading tutorials in English and Spanish for grade levels pre-k to 12 targeting necessary reading skills in the five dimensions of reading (phonics, phonemic awareness, vocabulary, fluency and comprehension) at the emergent and developmental reading levels
- All resources can be accessed online with PCs or tablets and smart phones using Wifi or cellular telephone service
- Teachers can set up student success plans, screeners and tutorials for students to complete at home or anywhere there is Wifi or cellular service. Teachers can also email or provide parents activities from the MLN to assist their children

# Steps for teachers to use the MLN to facilitate interim instruction

1. Go online to [www.migrantliteracynet.com](http://www.migrantliteracynet.com)
2. Create your own user name and password
3. Create success plans for each of your students
4. Assign online screeners for students based on reading level
5. Provide the system assigned user names and passwords to all of your students so they can go online and take the screeners and access the tutorials
6. System assigns online tutorials in English and Spanish or teachers can assign tutorials to provide instruction
7. Email or provide parents information on how to support their children in system use and with activities they can do with their children to support reading


# How to.... Steps 1 & 2 - Logon

www.migrantliteracynet.com



MLN  
... meeting literacy needs

Home | Student Access | **Teacher Access**



**The MLN website provides teachers with supplemental resources and students with online instruction to develop individual literacy skills.**

The MLN is the product of a Migrant Education Program (MEP) Consortium Incentive Grant with funding from the U.S. Department of Education Office of Migrant Education.



MLN  
... meeting literacy needs

Home | Student Access | Teacher Access

### Teacher Login

Username:


Password:

Login

If you do not have an account, please [create](#) one.

Create your own user name and password


# How to.... Step 3 – Create Success Plans For Students



Home | Teacher Resources | Success Plans | Administration

Welcome bbansberg [Logout]

All of these resources are supplemental instructional tools designed to facilitate student success. The resources have all been field tested across multiple states and are free for use by instructional staff for students. All lessons and online tutorials are mapped to Common Core State Standards and WIDA standards. Online student tutorials and online reading needs screeners are available in both English or Spanish.



**Teacher Resources**

- [Reading Resources](#)
- [Writing Resources](#)
- [Math Resources](#)
- [Study Skills Resources](#)
- [OSY Resources](#)
- [Parent Resources](#)
- [Graduation Plans for Your Students](#)

**Using the Migrant Literacy Net**

- [Resources Guide](#)
- [Reading Screener & Tutorials Guide](#)

**Other Migrant Resources**

- [Office of School Youth Consortium \(GOSOSY\)](#)
- [Identification and Recruitment Consortium \(IRRC\)](#)
- [Preschool Initiative](#)


**MiraCORE Project Year 4 Field Test**

- [Guide to the Field Test Year 4 PowerPoint](#)
- [Form 4a Field Test Data Collection Form](#)
- [Form 4b Field Test Data Collection Form](#)
- [Teacher Field Test Checklist](#)

**Success Plans**

- [Student Success Plans for Your Students](#)

Note: Students with identified reading needs and student online tutorials are assigned at the bottom of the students' success plan.



Home | Teacher Resources | Success Plans | Administration

Welcome bbansberg [Logout] Delete Student

### Success Plan: Individual Literacy Plan

Last Name:  First Name:  Grade Level:

State:  District:  MSIX ID:

Type:

#### Assign Screening Tool

Show  entries Search:

Name	Language	Level	
Comprehension	English	Emergent	<a href="#">Assign</a>
Comprehension	Spanish	Emergent	<a href="#">Assign</a>
Fluency	English	Emergent	<a href="#">Assign</a>
Fluency	Spanish	Emergent	<a href="#">Assign</a>
Phonemic Awareness	Spanish	Emergent	<a href="#">Assign</a>
Phonemic Awareness	English	Emergent	<a href="#">Assign</a>
Phonics	English	Emergent	<a href="#">Assign</a>
Phonics	Spanish	Emergent	<a href="#">Assign</a>
Vocabulary	English	Emergent	<a href="#">Assign</a>
Vocabulary	Spanish	Emergent	<a href="#">Assign</a>

Showing 1 to 10 of 20 entries Previous   Next

#### Assign Tutorial

Show  entries Search:

Tutorial	Language	Dimension	
DEV15.1E Multiple Meaning Words: Homophones	English	Vocabulary	<a href="#">Assign</a>
DEV176E Double Consonant Ending to Spell Monosyllabic Words Ending Sounds; -ff /f/, -ll /l/, -ss /s/, -zz /z/	English	Phonemic Awareness	<a href="#">Assign</a>
DEV177E Sound Symbol Correspondence; Hard and Soft Gg Letter Sounds	English	Phonics	<a href="#">Assign</a>
DEV178E Sound Symbol Correspondence for Soft g Sound Spelled as -dge	English	Phonics	<a href="#">Assign</a>
DEV178S Letter-Sound Correspondence; Syllables Containing Letters ll, n, ñ, and y	Spanish	Phonics	<a href="#">Assign</a>
DEV179E Sound Symbol Correspondence; /ch/ Sound Spelled as -tch	English	Phonics	<a href="#">Assign</a>
DEV181E; Sound Symbol Correspondence; Long O Vowel Sound Spelled -ow	English	Phonics	<a href="#">Assign</a>
DEV182E Consonant Digraphs ch, ph,sh, th, wh	English	Phonics	<a href="#">Assign</a>
DEV183E; Diphthongs; ai, au, aw, ay,	English	Phonics	<a href="#">Assign</a>
DEV184E Words Ending with Final y Vowel ex; bus-y, cr-y	English	Phonics	<a href="#">Assign</a>

Showing 1 to 10 of 311 entries Previous      ...  Next


Click on Success Plans

# How to....

## Steps 4 & 5 – Identify student reading needs

A. Screeners are assigned from the Success Plan (in the middle)





Home | Teacher Resources | Success Plans | Administration

Welcome bbansberg [Logout] Delete Student

### Success Plan: Individual Literacy Plan

Last Name:  First Name:  Grade Level:   
State:  District:  MSIX ID:   
Type:

### Assign Screening Tool

Show  entries Search:

Name	Language	Level	
Comprehension	English	Emergent	<a href="#">Assign</a>
Comprehension	Spanish	Emergent	<a href="#">Assign</a>
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Fluency	Spanish	Emergent	<a href="#">Assign</a>
Phonemic Awareness	Spanish	Emergent	<a href="#">Assign</a>
Phonemic Awareness	English	Emergent	<a href="#">Assign</a>
Phonics	English	Emergent	<a href="#">Assign</a>
Phonics	Spanish	Emergent	<a href="#">Assign</a>
Vocabulary	English	Emergent	<a href="#">Assign</a>
Vocabulary	Spanish	Emergent	<a href="#">Assign</a>

Showing 1 to 10 of 20 entries Previous   Next



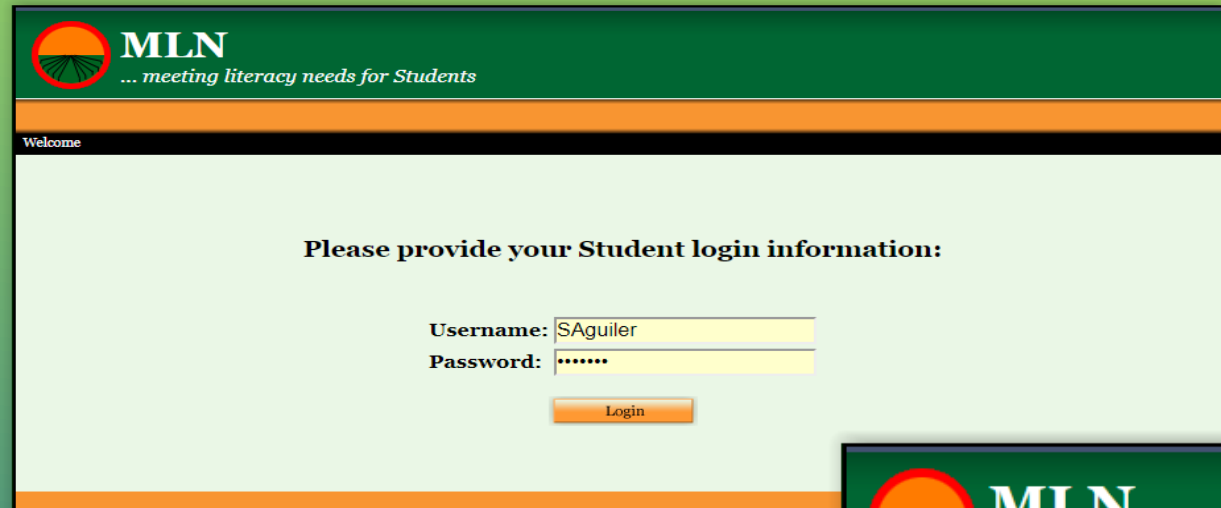
# How to.... Steps 4 & 5 – Identify student reading needs

Screeners and tutorials all have audio and graphics and can be assigned in English or Spanish.

Students can complete the screeners and tutorials at home or anywhere there is Wifi or cellular service

Student logs on and then clicks start to complete assigned screeners, which will then identify reading needs.

The system will then automatically assign online tutorials which provide instruction based on needs



MLN  
... meeting literacy needs for Students

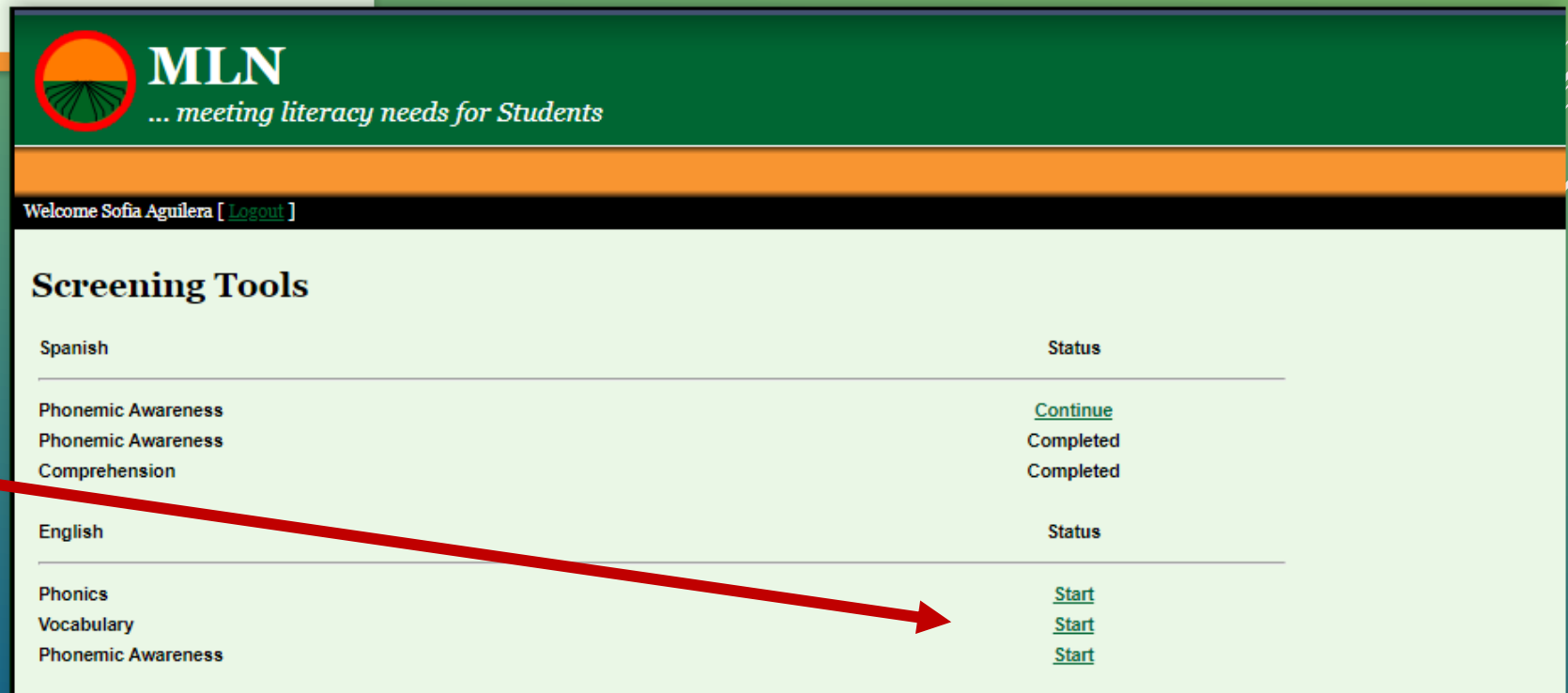
Welcome

Please provide your Student login information:

Username: SAguiler

Password: .....

Login



MLN  
... meeting literacy needs for Students

Welcome Sofia Aguilera [Logout]


### Screening Tools

Spanish	Status
Phonemic Awareness	<a href="#">Continue</a>
Phonemic Awareness Comprehension	Completed

English	Status
Phonics	<a href="#">Start</a>
Vocabulary	<a href="#">Start</a>
Phonemic Awareness	<a href="#">Start</a>

# How to.... Step 6 – Provide instruction anywhere with online tutorials


 **MLN**  
... meeting literacy needs for Students

Welcome

Please provide your Student login information:

Username:

Password:

 **MLN**  
... meeting literacy needs for Students

Welcome Sofia Aguilera [ [Logout](#) ]

### Screening Tools

Spanish	Status
Phonemic Awareness	Completed
Phonemic Awareness	Completed
Comprehension	Completed

English	Status
Phonics	<a href="#">Start</a>
Vocabulary	<a href="#">Start</a>
Phonemic Awareness	<a href="#">Start</a>

### Tutorials

English	Status
DEV182E Consonant Digraphs ch, ph,sh, th, wh	<a href="#">Start</a>
DEV179E Sound Symbol Correspondence; /ch/ Sound Spelled as -tch	<a href="#">Start</a>
DEV183E; Diphthongs; ai, au, aw, ay,	<a href="#">Start</a>
DEV184E Words Ending with Final y Vowel ex; bus-y, cr-y	<a href="#">Start</a>
DEV181E; Sound Symbol Correspondence; Long O Vowel Sound Spelled -ow	<a href="#">Start</a>


Spanish	Status
EM3.2S Rhyming Word Recognition: Identificar palabras que riman	<a href="#">Start</a>
EM6.1S Phoneme Segmentation; Phoneme Blending, Juntar Sílabas Directas	<a href="#">Start</a>
EM1.1S Sentence Segmentation; Sílabas Abiertas (Sílabas Directas me-sa, za-pa-to)	<a href="#">Start</a>

Students work on tutorials assigned by the system (through the screener results) or assigned by the teacher. All tutorials have a pretest and posttest to monitor progress. Results are recorded on the students success plan



# How to.... Step 7 – Provide parents with activities to assist their children


## Teacher Home Screen



Home | Teacher Resources | Success Plans | Administration

Welcome bbansberg [Logout]

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- [SAI Resources](#)
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Home | Teacher Resources | Success Plans | Administration

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**Phonemic Awareness**

- 1E Sounding Out Letters [Download](#)
- 2E Making New Words Using Different Letter Sounds [Download](#)
- 3E Alliteration [Download](#)
- 4E Creating Rhymes [Download](#)
- 5E Creating Tongue Twisters Using Alliteration [Download](#)
- 6E Comparing Beginning Sounds of Words [Download](#)
- 7E Letter-Sound Correspondence: Blends Formed With "l" [Download](#)

**Phonics**

- 8E Recognizing Letters [Download](#)
- 9E Creating Words From a Beginning Letter Sound [Download](#)
- 10E Connecting Beginning Letter Sounds With Pictures [Download](#)
- 11E Creating Words by Decoding and Spelling [Download](#)

**Fluency**

- 12E Choosing Words to Complete Sentences [Download](#)
- 13E Reading Aloud With Your Child [Download](#)
- 14E Regrouping Phrases to Make Sense [Download](#)

# How to.... Step 7 – Provide or email parents copies of black line masters of lessons and/or activities to assist their children

## Teacher Home Screen



Home | Teacher Resources | Success Plans | Administration

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**Migrant Literacy Net Instructional Resources**  
**Lesson 13: Punctuation Marks**

Writing Standard\*:  1. Writing Process  2. Stylistic and Rhetorical Aspects  
 3. Grammatical and Mechanical Conventions  
 4. Gather and Use Information for Research

Skill Area(s): Standard 2.2 Uses declarative and interrogative sentences in written compositions  
Standard 3.9 Uses conventions of punctuation in written compositions

Target Grade Level: K-2  3-5  6-8  9-12

Writing Stage:  Emergent  Developmental

Outcome(s): Students will understand what periods, question marks, and exclamation points are.  
Students will be able to place the correct end mark after declarative, interrogative, and exclamatory sentences.

Materials: Pretest/Posttest  
Story 2 Transparency (included)  
Examples: period, question mark, exclamation mark mini-posters (incl.)  
Sample Sentence Student Worksheet  
Punctuation Wheel Model  
Interrogative Word List Example (included)  
Exclamation Emotion List Example (included)  
Appropriately leveled books  
Strips of white paper, tape  
1 brass fastener or 1 small paper clip  
1 piece of construction paper or tag board

Duration of Lesson: Four 45-minute lessons

Lesson 13: Punctuation Marks Lesson Procedures

Teacher Procedures (cont.)

Punctuation Marks

Period Mini-Poster Example

**period**

■

A period is used at the end of a sentence that **tells** something.

**MIGRANT LITERACY NET**  
**TEACHER INSTRUCTION Mathematics 1-3: LESSON 1**  
**Number Recognition**  
**Construct: Number Recognition 1-20**

Related National Content Standard(s):  
2. Understands and applies basic and advanced properties of the concept of numbers.

Materials:  
Number Line Student Worksheet  
Number Cards Student Worksheet

Student worksheets for this task are provided in the Student Worksheet Section. The teacher may photocopy these worksheets for students to complete the activities.

Related Benchmarks:  
(K-2) 2a. Has a general understanding that a number is a symbol for how much of something there is.  
(K-2) 2b. Uses counting to represent numbers.

Procedures:  
Activity 1:  
1. Copy and cut the number lines from the student worksheet (found in the Student Worksheet Section). Copy and cut apart the number cards from the student worksheet (found in the Student Worksheet Section).  
2. Lay out number line 1-10.  
3. Give students number cards with numbers 1-10. Mix cards up.  
4. Match number cards with numbers on number line. Have student say the number as he/she places each number card on number line.  
5. Child may need to count from beginning of the number line to be able to identify number.  
6. May need to start with numbers 1-5 and add number cards as they become more proficient.  
7. When student is consistent on numbers 1-10, use numbers 11-20.  
8. Students will be able to recognize numbers 1-20.

Answer Key:  
Teacher determines correct response.

TEACHER INSTRUCTION Mathematics 1-3 Lesson 1  
Number Recognition

Teacher Master of Student Worksheet--Activity 1: Number Recognition 1-20  
NUMBER LINE (Cut out in two complete segments--1-10 and 11-20)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

This material was produced by grant funds from the U.S. Department of Education, Office of Migrant Education

# Support materials.....

## MIGRATORY EDUCATION: INTERIM LITERACY INSTRUCTION

Using the Migrant Literacy NET (MLN) to provide interim and 'shelter in place' instruction

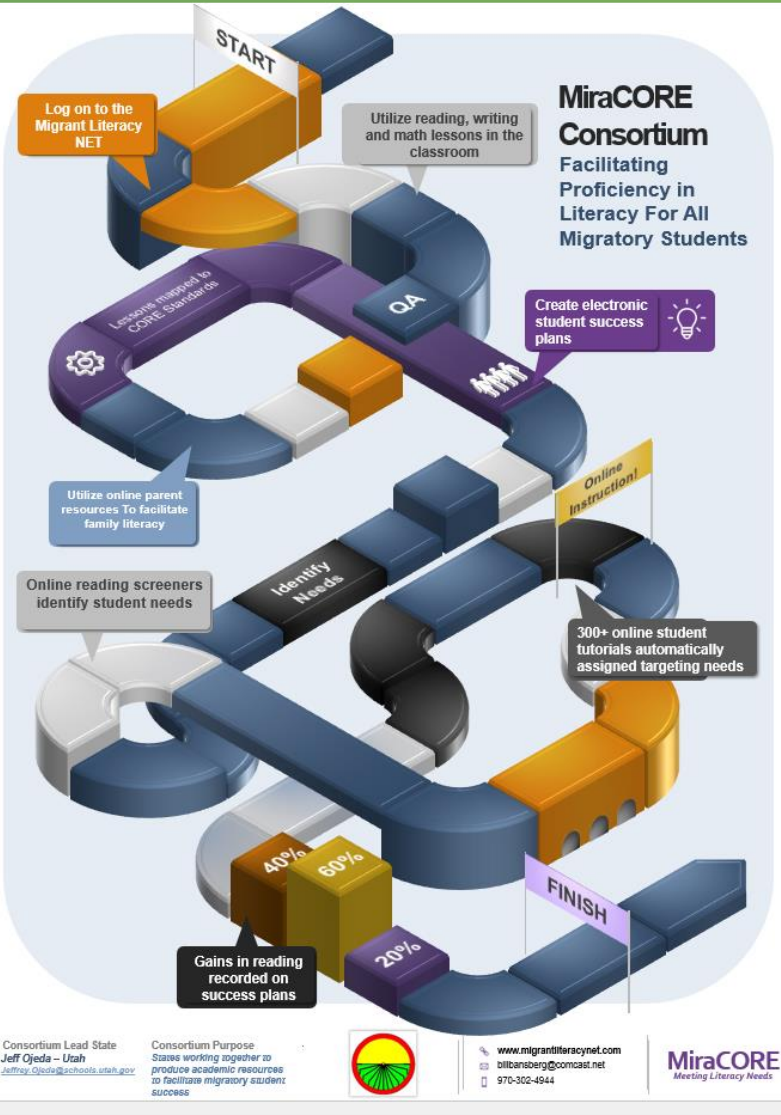
***Link for  
teachers for  
webinar on  
how to use  
the Migrant  
Literacy NET  
for home  
instruction***

<https://recordings.join.me/GmhHLIj9KE2U6yFj-H7D3g>



# Informational flyers available for staff and parents .....

## For Staff



## For Migratory Parents



### Welcome New Parents

The MLN can identify the skills your children need to learn to read

The MLN provides online reading tutorials to teach your children reading skills needed in English and/or Spanish

Ask your migrant education recruiter about the MLN



**The Migrant Literacy NET (MLN) can help your children learn to read**

[www.migrantliteracynet.com](http://www.migrantliteracynet.com)



### ¡Bienvenidos Nuevos Padres!

El MLN puede identificar las habilidades que sus hijos necesitan para aprender a leer

El MLN ofrece tutorías por internet que se usan para poder identificar y apoyar varias habilidades de que sus hijos necesitan para aprender y tener éxito en la lectura, en inglés y/o español

Pregúntele a Reclutador/a de Educación Migrante sobre el MLN



**El Migrant Literacy NET (MLN) puede ayudar a sus hijos aprender a leer**

[www.migrantliteracynet.com](http://www.migrantliteracynet.com)

# For More Information:

**Contact your state migrant director**

Or:

**Dr Bill Bansberg**  
**Applied Learning Technology Associates (ALTA)**  
**(970) 302-4944**  
**[billbansberg@alta-ed.org](mailto:billbansberg@alta-ed.org)**

**Alice Martinez-Bansberg**  
**Applied Learning Technology Associates (ALTA)**  
**(303) 915- 2632**  
**[alicebansberg@alta-ed.org](mailto:alicebansberg@alta-ed.org)**





# Preschool Initiative Consortium

[preschoolinitiative.org](http://preschoolinitiative.org)



Preschool Initiative Materials



Parent Engagement



Coordination and Collaboration



Preschool Initiative Spotlight

# Helping to improve the school readiness of migrant preschool children and to strengthen parent engagement in early learning.

Preschool Initiative (PI) is funded through a Consortium Incentive Grant (CIG) from the U.S. Department of Education's Office of Migrant Education (OME). *Our goals* are to **expand the capacity of state and local Migrant Education Programs (MEPs)** to serve migrant preschool children; **ensure that more services are provided to migrant 3-5 year-old children** and that these children demonstrate substantial and measurable educational gains; and to **disseminate evidence-based promising practices** developed by PI to the national MEP community and other communities.

## WHAT IS NEW IN THE CLEARINGHOUSE...



PI DEVELOPED MATERIALS ON PARENT ENGAGEMENT IN ENGLISH & SPANISH

LEARN MORE

# DEVELOPING LANGUAGE AND LITERACY AT HOME



## Parent Engagement Module

**Preschool Initiative (PI)** is funded through a Consortium Incentive Grant (CIG) from the U.S. Department of Education's Office of Migrant Education (OME).

This parent language and literacy module is designed for use by preschool educators and paraprofessionals with migrant parents of preschool children ages 3-5. It is intended to provide parents with important information about language and literacy development and to strengthen the partnership between the preschool service providers and the parents of the preschool migrant children they serve.

The information and activities presented here are meant to supplement family engagement activities and preschool instruction. Each segment may be used independently. The parent activities may be added to a variety of parent event settings.

Finally, we encourage users to access the references and resources for additional information on parent engagement.

### Dear Parents,

Thank you for your dedication to your child's education and your partnership with the Migrant Education Program. This document provides information and activities on language and literacy support you provide through your regular, daily routines with your child contribute to kindergarten readiness and school success. The local migrant program will assist you with carrying out the activities and understanding the information contained in these pages.

PI CIG

"PARENTS ARE TEACHERS, AND HOME IS A CHILD'S FIRST AND MOST IMPORTANT CLASSROOM."  
-Hillary Clinton

### In this module:

- Overview of MEP
- School Readiness
- Language and Vocabulary Development
- Reading Questions
- Read with Kids Daily
- Reading Tips for Parents
- Motivating Young Readers
- Resources for Parents



## Read with Children Daily

Different Types of Material in any language!



### Reading Questions

#### Before you read

Based on the title and the pictures, what's the book about?

#### While you read

What do you think will happen next? Why?

#### After you read

What was your favorite part? Why?



Nursery Rhymes



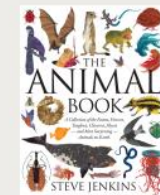
Street signs



Magazines



Fiction Books



Nonfiction Books

### AFTER YOU READ

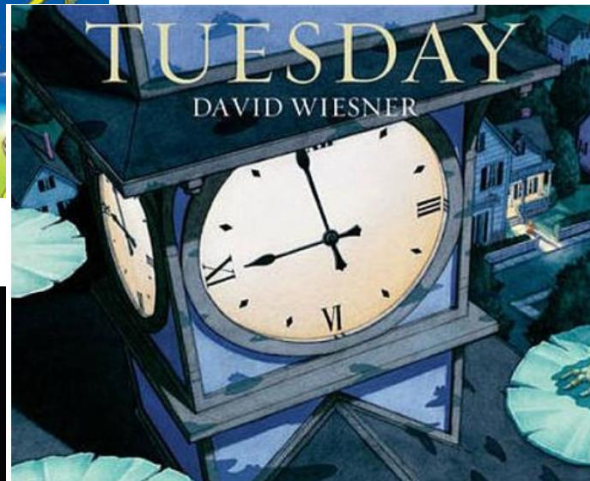
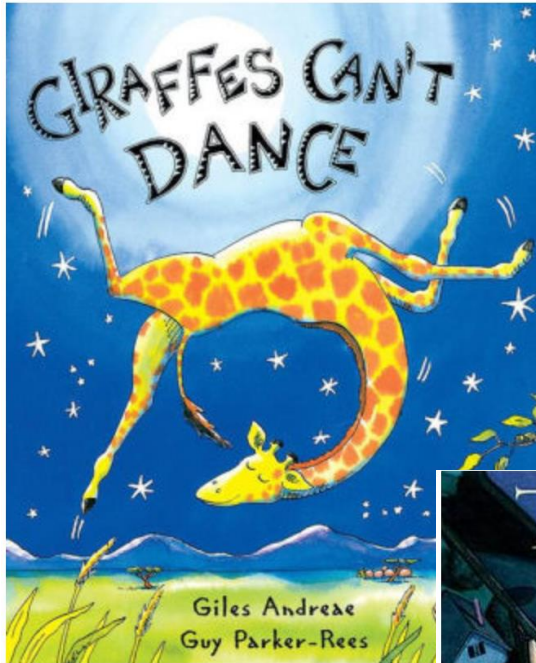
- ♦ Retell the story or important events.
- ♦ Draw a picture about the book.
- ♦ Write a sentence about the book.

*"Children are made readers in the laps of their parents."*

Emilie Buchwald

# PI Learning Kits

## Relato de historias / Ordenar los eventos



### Descripción de la experiencia:

Es importante dominar las habilidades tempranas de lenguaje y alfabetización para crear una base sólida sobre la cual construir. Esta actividad se centra en volver a contar historias. Volver a contar una historia es cuando compartes las partes importantes de la historia en el orden correcto.

### Materiales necesarios:

\* Libro \* Palitos de artesanía \* Pegamento \* Papel de construcción \* Tijeras

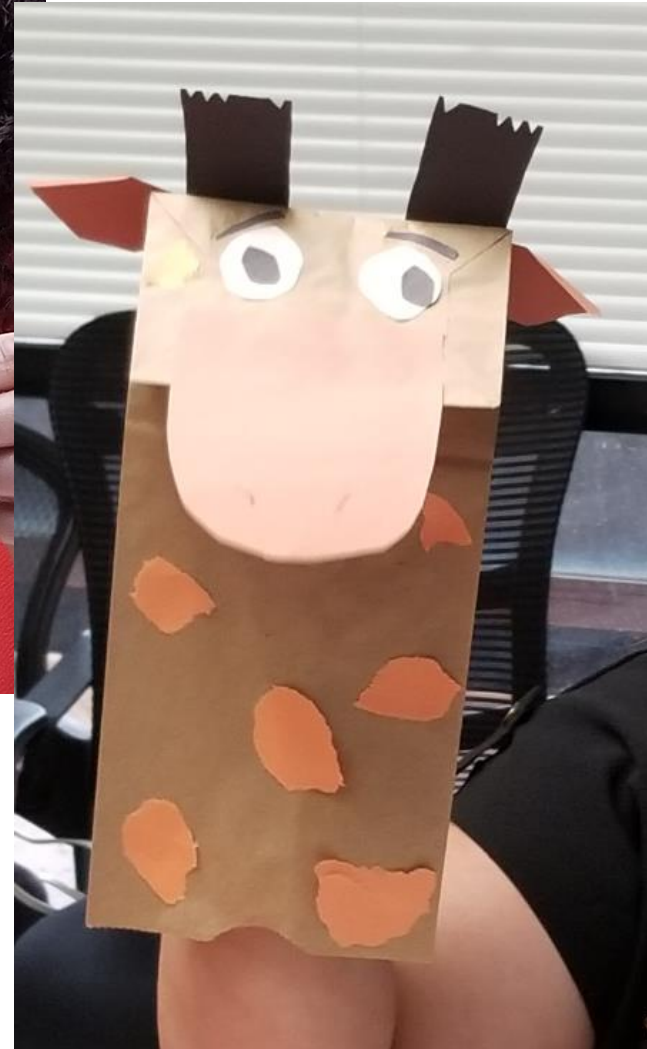
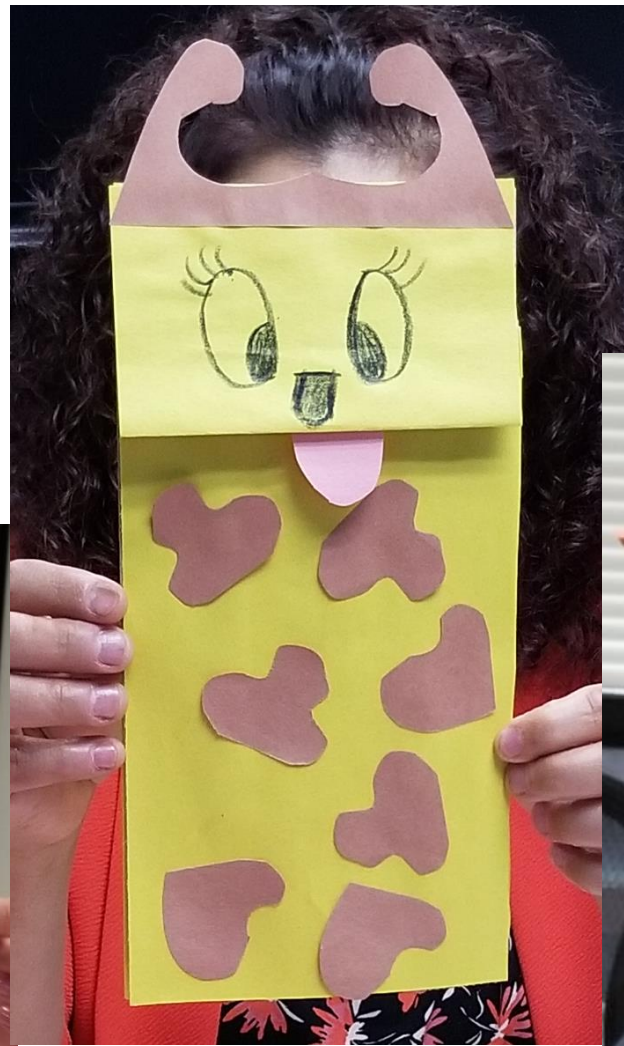
### Instrucciones:

1. Comience explicando al niño que aprenderá más sobre los elementos de una historia de ficción (personajes, ambientación, problema, etc.) y volverá a contar una historia utilizando estos elementos.
2. Mientras lee en voz alta, deténgase durante partes del texto y señale elementos y detalles específicos de la historia, como la configuración, los personajes, el problema, el principio, el medio, el final y la solución.
3. Después de leer el libro, ayude al niño a crear un títere relacionado con la historia usando los materiales provistos.
4. El niño volverá a contar la historia, utilizando el títere que creó. Dígale al niño: "Ahora practicarás, volver a contar la historia, utilizando los títeres que hiciste. Comienza desde el principio, luego ve al medio y luego al final, asegurándose de compartir todos los detalles importantes."

THIS IS NOT MY HAT

JON KLASSEN







BOOKS

SUPPLIES

DIGITAL LEARNING

BASIC NEEDS

ACTIVITIES

FREE RESOURCES

BOOK BANK

Home / New Arrivals

FILTER BY

Currently Shopping by:

- ✘ Age Groups: Ages 4 to 6
- ✘ Language: Spanish

[Clear All](#)

Price

- \$2.00 - \$3.99 (10)
- \$4.00 - \$5.99 (4)
- \$6.00 and above (2)

Product Quantity

Single Title (16)

Product Type

- Hardcover Books (3)
- Paperback Books (13)

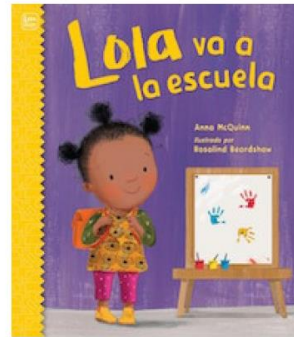
NEW ARRIVALS

Sort By Position ↑

Show 12 ▼

Items 1 to 12 of 16 total

LOLA VA A LA ESCUELA (LOLA GOES TO SCHO...

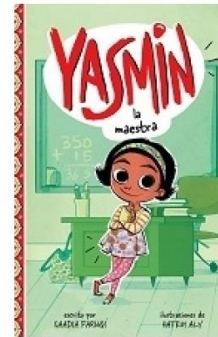


Retail: \$7.99

You Pay: \$3.50

You Save 56%

YASMIN LA MAESTRA (YASMIN THE TEACHER,...

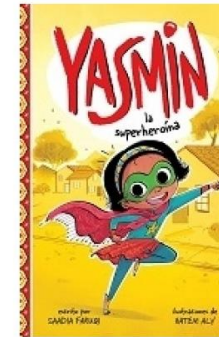


Retail: \$5.95

You Pay: \$3.18

You Save 47%

YASMIN LA SUPERHEROÍNA (YASMIN THE SU...



Retail: \$5.95

You Pay: \$3.18

You Save 47%

<https://www.fbmarketplace.org/>

# THE GERM THAT WEARS A CROWN

## A STORY ABOUT THE CORONAVIRUS



A COLORING AND ACTIVITY BOOK

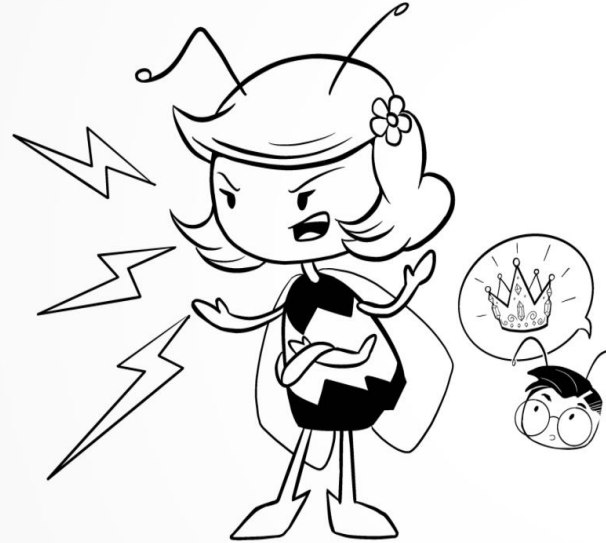
BY JAVIER ROSADO, PHD AND TATIANA FERNANDEZ, MS  
ILLUSTRATED BY JODI SLADE

PUBLISHED AND DISTRIBUTED BY THE FLORIDA STATE UNIVERSITY CENTER FOR CHILD STRESS & HEALTH

JELLY TELLS HER MOM "WAIT, SCHOOL NEVER CLOSES UNLESS IT'S A HOLIDAY, THE WEEKEND, OR VACATION. THE CORONAVIRUS DOES NOT SOUND LIKE A HOLIDAY!"

MRS. NECTAR LOOKED AT JELLY AND GABRIEL AND SAID:- "NO, IT'S DEFINITELY NOT A HOLIDAY!"

"THEN WHAT IS IT?" -JELLY DEMANDS TO KNOW!



"I THINK IT HAS SOMETHING TO DO WITH ROYALTY - LIKE KINGS OR QUEENS!"  
- EXCLAIMED GABRIEL.

"WHY DO YOU SAY THAT?" - ASKED JELLY.

"BECAUSE CORONA MEANS CROWN IN SPANISH!" -RESPONDED GABRIEL. <sup>5</sup>

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MRS. NECTAR ASKED GABRIEL AND JELLY TO SIT WITH HER AND TALK. SHE EXPLAINED - "THE CORONAVIRUS IS A TYPE OF **GERM**."

"A GERM? EW!" - JELLY GASPED.

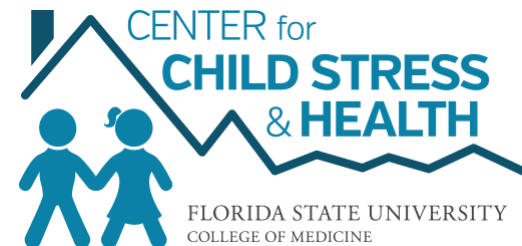
"YES, A GERM" SAID MRS. NECTAR.

"GERMS ARE TINY LITTLE CREATURES; IN FACT, THEY ARE SO SMALL YOU CAN'T EVEN SEE THEM UNLESS YOU ARE LOOKING UNDER A MICROSCOPE"  
- EXPLAINED MRS. NECTAR.



FLORIDA STATE UNIVERSITY CENTER FOR CHILD STRESS & HEALTH <sup>6</sup>

<http://fsustress.org/ebook.html>



	Central Domains				
	Health & Physical Development (Infant example)	Math & Science (Toddler example)	Social Emotional Learning (PreK example)	Literacy (Elementary example)	Approaches to Parenting
<b>FACT (Monday)</b>	<b>FACT:</b> When your baby follows objects with their eyes, they build visual tracking skills. These skills help with hand-eye coordination and physical development.	<b>FACT:</b> You can help your little one learn all about numbers by counting out loud each day. That makes learning to count as easy as 1, 2, 3!	<b>FACT:</b> Children are excited to learn all about themselves. The more they learn, the more self-esteem and confidence they have to thrive in school.	<b>FACT:</b> When kids describe things using lots of details, they build language skills. Language skills help kids become strong writers and readers.	<b>FACT:</b> You do so much to take care of your child. Make sure you also take time to care for yourself. After all, rest and relaxation powers your parenting!
<b>TIP (Wednesday)</b>	<b>TIP:</b> As your baby sits in a car seat or stroller, take a minute to pretend your finger is a mouse. Move it from side to side and quietly say: Squeak, squeak.	<b>TIP:</b> Each time you lift your child up, count to 3. Say, "1, 2, 3... up you go!" After a few times, invite your child to count along with you.	<b>TIP:</b> In the morning, look in the mirror together and take turns naming your child's qualities: You have brown eyes, you are kind, you are smart, you are fast.	<b>TIP:</b> While shopping, describe an item you're planning to buy, like "a red, crunchy fruit!" Can your child guess the item, find it, and put it in the cart?	<b>TIP:</b> At some point today, spend a moment just sitting. As you do, breathe deeply and think about one thing you're looking forward to doing this week or month.
<b>GROWTH (Friday)</b>	<b>GROWTH:</b> Keep moving objects in front of your baby's eyes. You're building visual skills. Hold a colorful toy just above their head and move it up and down.	<b>GROWTH:</b> Keep counting out loud to build your child's math skills! After you set your child down, count their first 5 steps, "1, 2, 3, 4, 5... look at you go!"	<b>GROWTH:</b> Keep helping your child learn about themselves! As you look in the mirror, share things about your family like where you live and traditions you share.	<b>GROWTH:</b> Keep describing things. Now ask your child to describe something that they'd get if they were in charge of the shopping. Can you guess the item?	<b>GROWTH:</b> Keep caring for yourself. As you brush your teeth, think of three parenting moments that you feel proud of. Think of big moments and little ones, too.


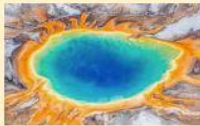






# Virtual Field Trips

## Over 30 Virtual Field Trips with Links

### Over 30 Virtual Field Trips with Links

(Click on colored text for links. Safe Travels!)

San Diego Zoo		The <a href="#">San Diego Zoo</a> has a website just for kids with amazing videos, activities, and games. Enjoy the tour!
Yellowstone National Park Virtual Field Trip		<a href="#">Mud Volcano</a> , <a href="#">Mammoth Hot Springs</a> , and so much more. Tour <a href="#">Yellowstone National Park</a> !
MARS!!!		<a href="#">Explore the surface of Mars</a> on the Curiosity Rover. They are updating from WEBVR to WEBXR now, but <a href="#">360 Mode</a> offers a digital view!
Animal Cameras		<a href="#">Live Cams at the San Diego Zoo</a> <a href="#">Monterey Bay Aquarium live cams</a> <a href="#">Panda Cam at Zoo Atlanta</a> <a href="#">6 Animal Cams at Houston Zoo</a> <a href="#">Georgia Aquarium</a> has <a href="#">Jellyfish</a> , <a href="#">Beluga Whales</a> , and <a href="#">more</a>
Virtual Farm Tour		This Canadian site <a href="#">FarmFood 360</a> offers <a href="#">11 Virtual Tours</a> of farms from minks, pigs, and cows, to apples and eggs.
U.S. Space and Rocket Museum in		See the <a href="#">Saturn 5 Rocket</a> on <a href="#">YouTube</a> and more on this tour thanks to a real father/son

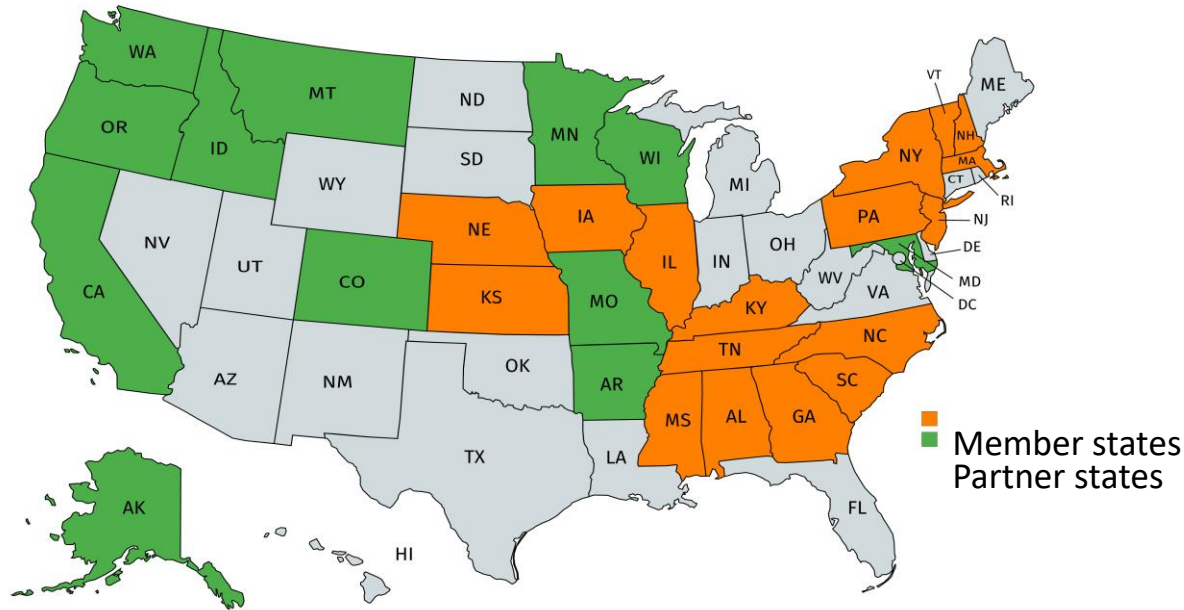


moments of music,  
stories, and mindfulness  
for all ages

**YOUTUBE.COM/  
EMILYARROW**



# GOSOSY



Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) is a Consortium Incentive Grant funded by the Office of Migrant Education (OME) at the United States Department of Education (USDE) to build capacity in states with a growing secondary-aged migrant out-of-school youth population.

The OSY Consortium reaches more than 7,000 OSY annually, and offers more than 100 free resources to Migrant Education Programs across the nation.

Lead State: Kansas

Lead State MEP Director: Doug Boline



# GOSOSY



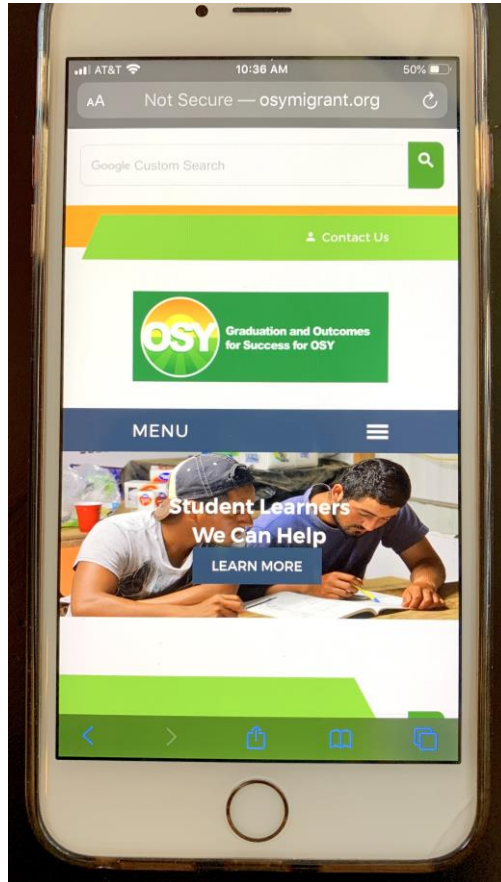
Welcome to the  
brand new  
GOSOSY  
website!

[www.osymigrant.org](http://www.osymigrant.org)

[www.osymigrant.org](http://www.osymigrant.org)

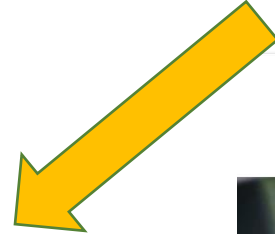


# GOSOSY website

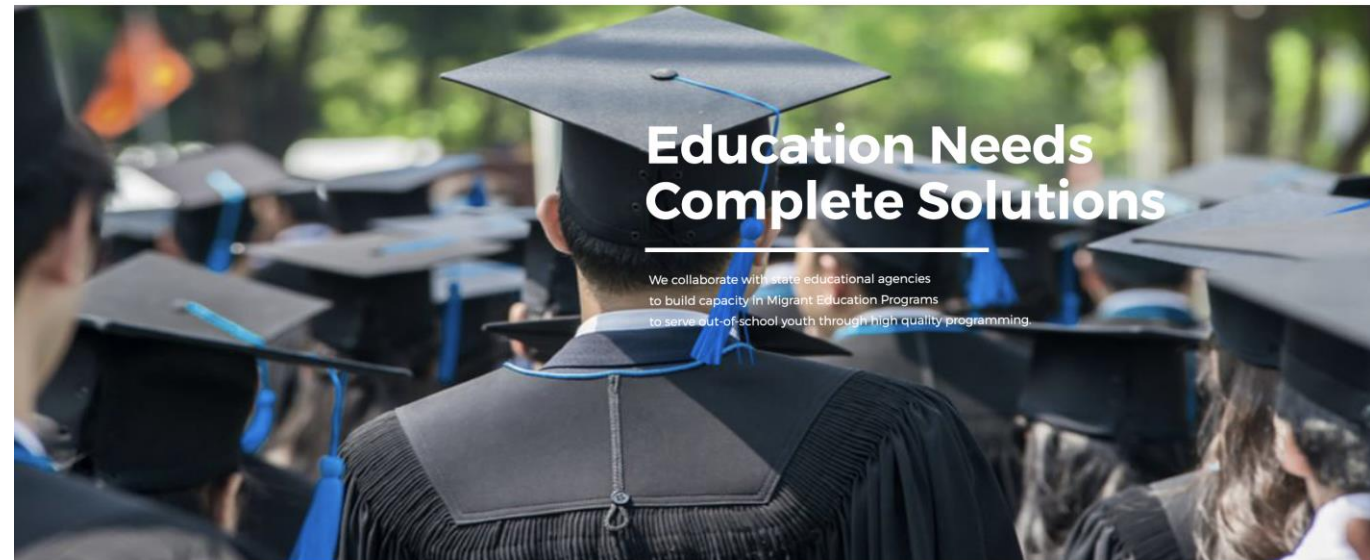


Web responsive

Simplified menu



HOME ADMINISTRATOR PRACTITIONER STUDENT RESOURCES





# GOSOSY COVID-19 response

padlet

osymigrant.org 4m

## COVID-19 Resources

Graduation and Success for Out-of-School Youth

**GOSOSY WEBINAR - WORKING REMOTELY WITH STUDENTS - Including Audio Lessons & Free Online Resources by Grade Level**

**WEBINAR PPT WITH AUDIO FOR DOWNLOAD**

Working Remotely with Students

Josiah Long and Deke Showman  
Pennsylvania MEP

Working Remotely with Students(OSY) - ...  
Powerpoint presentation  
padlet drive

Google Drive link to Webinar

**GOSOSY WEBINAR-SUPPORTING MIGRANT EDUCATION STAFF AND FAMILIES DURING COVID-19 CRISIS**

**WEBINAR PPT WITH AUDIO FOR DOWNLOAD**

- PLEASE DOWNLOAD TO VIEW

Supporting Migrant Education Staff and Families

March 2020

Webinar PPT with audio - Supporting Mi...  
Powerpoint presentation  
padlet drive

Supporting Migrant Students and Family...  
by Lora Thomas

**Translated Info from the CDC - Home Instructions**

ARABIC

ARABIC-Home Care Instructions

Arabic- CDC Home Instructions  
PDF document  
padlet drive

BURMESE

BURMESE

Burmese-CDC Home Instructions  
PDF document  
padlet drive

**Helping Children and Families Deal with the COVID-19 Crisis**

COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Our kids and families need us more than ever to model social and emotional learning before content.

**HELPING KIDS COPE**

COVID-19 RESPONSE HELPING KIDS COPE

PRESCHOOL REACTIONS

HOW TO HELP

**Spanish Information about COVID-19**

INFORMATION FLYER

ENFERMEDAD DEL CORONAVIRUS

Coronavirus flyer  
PDF document  
padlet drive

SPANISH CDC Home Instructions

COMPARTA LA INFORMACIÓN SOBRE EL COVID-19

SPANISH

Spanish-CDC Home Instructions  
PDF document  
padlet drive

**Self-Care Resources**

**QUICK SELF-ASSESSMENT DURING COVID-19**

**MENTAL HEALTH CHECK-IN!**

How are you right now?  
Choose a heart and a number and explain why you chose those.

- Living life like normal.
- Being cautious, but still going out.
- Going out as needed, mostly staying & working from home, still seeing friends and family.
- Very limited, only going out when unavoidable and very careful contact with people.
- Full lockdown. Not out in or out.

I'm doing great!  
I'm doing pretty good.  
I'm doing ok, I guess.  
I'm starting to struggle.  
I'm having a really hard time.  
I need to reach out for support.

**SELF-CARE ASSESSMENT**

Self-Care Assessment Worksheet

Self-Care Assessment Worksheet  
Word document  
padlet drive

**SELF-CARE PLAN**

# Padlet of resources



<https://padlet.com/GOSOSY/sixvw4g8sxd8>



# GOSOSY Webinars

## OSY Interactive Shopping Lesson



Areas of the Store

Learn about different areas of the store.



Identify the Groceries

Learn vocabulary related to different types of groceries.



Describing Items

Learn how to describe the items you are looking for at the store.



Locate the Items

Learn how to find the items you are looking for in the store.



Prices of the Groceries

Learn the value of money in bills and coins.



The Checkout Process

Learn about the process of buying your groceries.

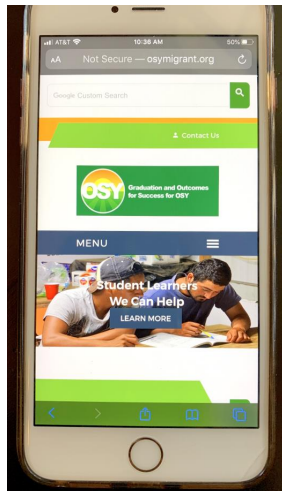
## New English for Daily Life lesson – “Shopping”



## Working Remotely with Student



## Working Remotely with Students



## Navigating the new GOSOSY website and materials



## The Effects of COVID-19 on Students and Service Providers

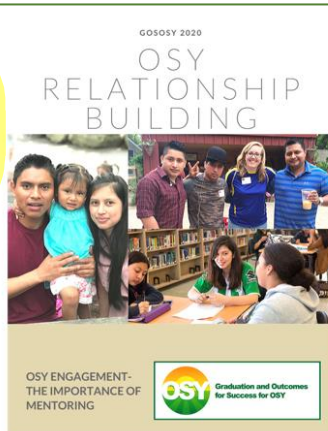




# GOSOSY Webinars

Thursday, MAY  
14, 8:30 am PDT,  
9:30 am MDT,  
10:30 am CDT,  
11:30 am EDT

GOSOSY is proud to introduce a new important resource for all migrant education service providers: the OSY *Relationship Building* Manual. OSY Engagement and Relationship Building Work Group members Emily Hoffman and Joyce Bishop will walk you through 10 best practices identified as important keys to strengthening your initial engagement with OSY and maintaining a successful relationship. There is a lot of diversity within the migrant student community, but essential to every success with OSY is establishing a strong relationship with them and determining how to motivate and mentor each as necessary.



## Upcoming webinars!

  
edpuzzle



Friday, MAY 22,  
10:00 am PDT,  
11:00 pm MDT,  
12:00 pm CDT,  
1:00 pm EDT

This follow-up webinar to the April 28 introduction of the *English for Daily Life Shopping* lesson will help you get familiar and comfortable with important online tools, EdPuzzle and Quizlet, used to engage students in new and exciting ways. Michelle Bastiani will walk through creating your accounts, as well as account for your students, and how to use the tools with confidence.

Wednesday,  
MAY 27, 11:00  
am PDT, 12:00  
pm MDT, 1:00  
pm CDT, 2:00  
pm EDT



GOSOSY's highly successful Goal Setting and Learning Plan project has been revamped and improved for virtual use during this time of quarantine. Join our Work Group leaders as they walk through how to use the program successfully even when you cannot meet face-to-face with your students. The brand new Goal Setting Rubric will also be introduced and explained.

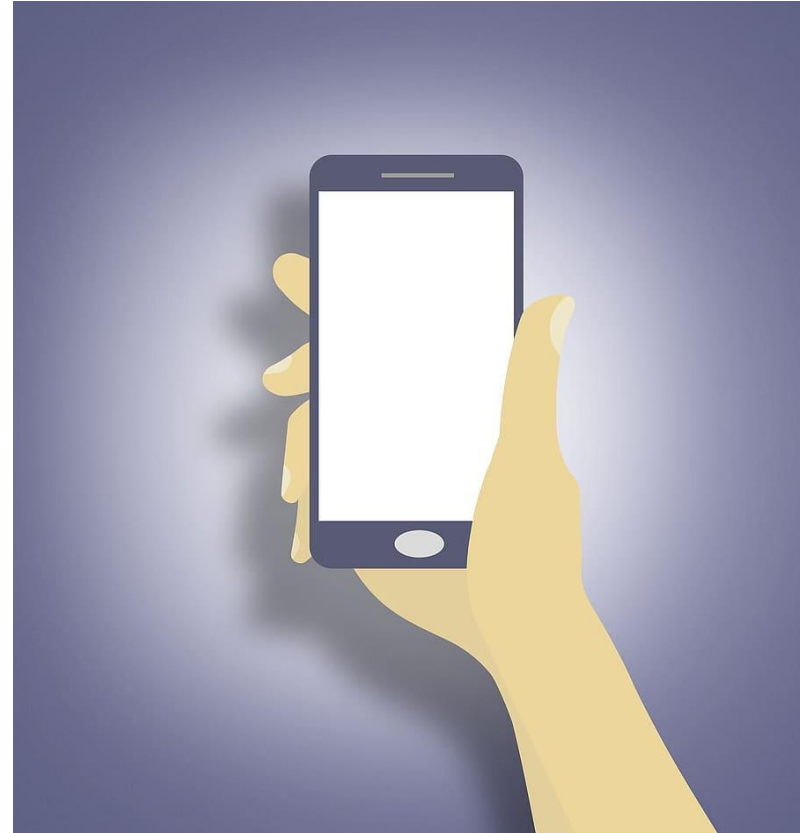




# GOSOSY Resources - Virtual

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Direct link QR  
codes  
for audio  
resources



English for  
Daily Life



Goal Setting









# GOSOSY Resources - Virtual

Online resources for summer services with QR codes

## ONLINE R

GRADE LEVEL	NAME OF RESOURCE
OSY 	English for Daily Life (with audio enhancements)
OSY/ Secondary	GOSOSY Goal Setting/ Learning Plan Development
OSY	GOSOSY Life Skill: Lessons
OSY/ Secondary 	Living in America (with audio enhancements)

ONLINE RESOURCES FOR SUMMER SERVICES			
Secondary	Preparing for College	<a href="https://www.osymigrant.org/Preparing%20for%20College/Preparing%20for%20College%20(1).pdf">https://www.osymigrant.org/Preparing%20for%20College/Preparing%20for%20College%20(1).pdf</a>	
<b>HEALTH LESSONS with AUDIO ENHANCEMENTS</b>			
OSY/ Secondary	Health Lessons	<a href="https://www.osymigrant.org/Newsite/educat/LSHealth.html">https://www.osymigrant.org/Newsite/educat/LSHealth.html</a>	
Audio 	Audio Lesson - <i>What You Need to Know About Pesticides - 1</i>	<a href="http://osymigrant.org/What%20You%20Need%20to%20know%20About%20Pesticides--Lesson%20A%20-%20Copy%20(2).mp3">http://osymigrant.org/What%20You%20Need%20to%20know%20About%20Pesticides--Lesson%20A%20-%20Copy%20(2).mp3</a>	
Audio 	Audio Lesson - <i>Can I Get Sick from the Heat?</i>	<a href="https://www.osymigrant.org/G-Por%20e%20calor.html">https://www.osymigrant.org/G-Por%20e%20calor.html</a>	



# GOSOSY Resources - Virtual



## Emergencies

Learn about what an emergency is, when to call 911, how to stay calm, how to protect yourself from pesticide poisoning, and more.



## Banking & Numbers

Learn about different types of accounts and services banks use. Also practice learning different numbers, prices, and more.



## Your Health

Learn about vocabulary and conversations related to your body and health as well as what to do when you go to the doctor or dentist.

# *English for Daily Life*



## Car Parts & Insurance

Learn all about various car parts and how to determine the value of your vehicle. Need car insurance? Learn about this process.



## In Your Community

In most places there are resources that are good to learn about and try to visit. Learn more about what is in your community and town.



## Grocery Stores & Shopping

Learn all about areas of the grocery store, prices of items, how to describe items, and how to ask questions when you are at the store.



# GOSOSY States

*Innovative Practices during the time of COVID-19*



April 2020 survey  
of member states



# GOSOSY States



What are some of the GOSOSY products you are finding more useful than ever due to the change in availability to provide services to OSY?

1. Audio resources
2. English for Daily Life
3. Goal Setting
4. Life Skills Lesson (Health and Finances)
5. English for Working and Living
6. Guía Bilingüe ELL resources
7. Professional Development for training staff
8. Live-linked GOSOSY Resource Catalog
9. Mental Health Lessons
10. COVID-19 Padlet resources



# GOSOSY States



What is a GOSOSY product(s) that you are adapting to use in a virtual way now that face-to-face contact is not possible?

1. Goal Setting
2. COVID-19 Padlet resources
3. English for Daily Life
4. Life Skills Lesson (Health)
5. Audio Lessons
6. English for Working and Living
7. Guía Bilingüe and other ELL resources



# GOSOSY States



What would help (or is helping) your service providers the most during this uncertain COVID-19 crisis? [check all that apply]

Other:	<b>Goal Setting Materials (Virtual)</b>	63%
lessons and audio resources in additional languages represented by our student population	<b>Audio Resources (For Your Health)</b>	58%
sample messages to cut and paste into messaging apps like WhatsApp with links to GOSOSY resources or other recommended English language learning apps or websites	<b>Audio Resources (Personal Wellness/Mental Health)</b>	58%
physical materials we could mail out for summer; something that explains pandemic in way OSY can understand the importance of self-isolating (ex. explain why relatives could be a carrier if they come to visit)	<b>Audio Resources (ELL Resources)</b>	53%
adaptation of English Language Screener for online use (i.e. no need for student to "Show me a truck" by pointing)	<b>English for Daily Life Lessons</b>	58%
	<b>Self-Care for Service Providers (GOSOSY COVID-19 Padlet)</b>	63%



# GOSOSY States



What is a success story that you can share from the past few weeks concerning the ability of service providers to continue meeting the needs of OSY during this time of quarantine?

“We’ve shared free resources within community, such as food and baby supplies.”

“Recruitment team was able to provide virtual services through whatsapp to 27 OSY - lessons from GOSOSY including ESL lessons.”

“Due to the crisis, we have been able to engage several additional volunteers for virtual instruction and provide training for other local groups.”

“Zooming using the GOSOSY COVID-19 padlet.”

“The students are doing really well and even sending questions via WhatsApp to the teacher outside of the regularly scheduled teaching times, and those questions are coming from their daily interactions with the English-speaking bosses or the cashiers or other workers at local stores.”



A graphic consisting of two overlapping yellow speech bubbles. The front bubble is slightly offset to the right and down from the back one.

**Tracie Kalic**  
GOSOSY Director  
Tkalic@embarqmail.com

## Questions?

# Focus of IRRC- ID&R

- Next week we will host a webinar about our Electronic Occupational Survey Tool that all states will have access to if you are interested.
- Please visit our site to keep up with webinar information.
- <https://www.idr-consortium.net/Webinars.html>



# Electronic Survey Tool

- Simple Link
- Takes you to our portal
- Referrals can be entered in two screens
- Recruiters can be assigned areas and receive notifications whenever a new referral has come in.
- IRRC States full use
- All non-IRRC will have up to 3 accounts set up initially



Home IRRC R

## Welcome to the MEP Referral System



[Training Video for Referral Entry](#)  
[Training Video for Admin Page](#)  
[Referral Process Steps](#)  
[Referral System Brochure](#)

### Access the MEP Referral Syst

#### Purpose of the Tool

This electronic survey tool has been created to 21 that are eligible for Title I Part C program students overcome gaps they have in their educational programming such as tutoring, etc.

#### What information is needed?

The following information is requested in the

# COVID-19 Bags



- We are starting a pilot to make COVID-19 bags
- First Shipments will go out Friday
- These bags will have gloves, facemasks, large super sized bandanas, educational materials about COVID-19 safety, and educational resources, soap, soap box, and sunscreen.

## Order COVID-19 Bags

We are currently offering COVID-19 supply bags for migrant families and youth.

Make your Secure Online Purchase here through Paypal with your Paypal Account or any credit card.

[Add to Cart](#)



We can only accept orders of 100 or more bags as these will be made to order.

Allow 3-4 weeks for delivery. We will try our best to get them out faster than that.

We only accept online orders paid in full with credit cards. We do not accept POs or payment after receipt of materials.

These bags include several helpful items that can be hard to migrant families to find. This is a great tool to use when working with families, youth, farms and agribusiness.

These include:

- Supersized- 27\*27 inch red bandana
- facemask
- Large bar of soap with soap box
- washcloth
- packet of sun screen
- washable high quality garden type gloves
- Printed Card in English and Spanish about how to protect yourself from COVID-19 and educational resources that are free and available online for families and youth to use.

The bags are available for purchase on the IRRC website.

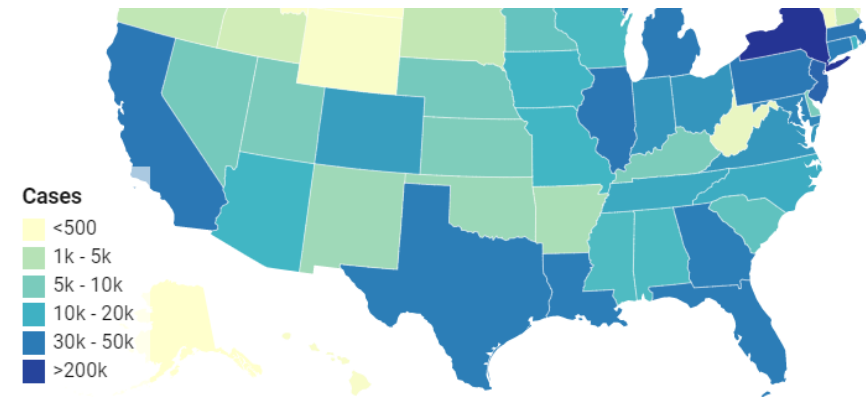
# COVID-19 Bags

- Great beginning point of service and helpful tool to use as a talking point with farmers and agribusiness.
- Can be mailed to families or dropped off as needed.
- These supplies are difficult for families and youth to access.



# COVID-19 Ag Related News

- Things are changing rapidly please check back often to learn about news that might be impacting your state and your families.



Map: LiveScience • Source: JHU • Embed • Created with Datawrapper

Updated 5-01-20

- <https://www.idr-consortium.net/Covid-19.html>

## Agriculture Related Articles

### Roll Call: Democrats propose protections for farm workers

Domestic farm workers, many of them undocumented immigrants, would be covered by a bill of rights for essential workers that advocates and a group of House Democrats want included in any future economic relief bill that moves through Congress.

### KGAN: Farm workers, activists to call for "Meatless May" to boycott plant conditions

Some farm workers, community activists and lawmakers plan to launch a campaign called "Meatless May,"

# Archived Webinars

- We continue to offer webinars once a week for the next bit.
- All webinars are archived and can be found here:
- <https://www.idr-consortium.net/Webinars.html>

## Archived Webinars

ID&R Interactive Scenarios Webinar  
Presentation Files

Ag Trends Recorded Webinar  
Presentation Files

To Migrate or Not- Summary of IRRC Lit Review  
from 2017 (worker shortage info)

Recording: Hemp Production Update  
Presentation Files

Recording: Creating Google Maps  
Presentation Files

Recording: What Recruiters Can Do Now  
Presentation Files

IRRC H2a Webinar- iCert Changes  
Qualifying Moves Webinar

Hemp Production and MEP Eligibility



Thanks for joining us today!