

Parent Survey on IGLA Effectiveness

Please rate the extent to which these activities ...

	Not at All	Very Little	Some-what	Very Much
... helped your child improve their literacy skills.				
... helped your child prepare for school.				
... helped your child improve their social skills.				
... helped you work towards your educational goals				
... helped you improve your reading and writing skills				
... helped you become more involved in your child's education				

Are there any specific activities that you would like to mention as being very helpful?

Are there any specific ideas you have for improving the Intergenerational Literacy aspect of this program?

Other comments:

Parent / Child Activity Evaluation

Title _____ Date _____

	<u>No</u>	<u>Somewhat</u>	<u>Yes</u>
I learned something useful I can do with my child.	1	2	3
I enjoyed doing the activity with my child.	1	2	3
I will do a similar activity at home with my child.	1	2	3

What did you like most about the activity?

If you were to do a similar activity, what would you do differently?

Overall, I thought the activity was: Excellent Good Poor

Other Comments:

	<u>No</u>	<u>Un poco</u>	<u>Si</u>
Aprendí algo útil puedo usar con mi hijo .	1	2	3
Me gusto compartir esta actividad con mi hijo.	1	2	3
Voy hacer una actividad similar en casa con mi hijo.	1	2	3

¿Qué le gusto más acerca de la actividad?

Si pudiera hacer una actividad parecida a ésta, ¿qué cambiaría?

La actividad fue: Excelente Bueno Deficiente

Otros Comentarios:

IGL Activities Evaluation / Evaluación de Actividades Entre Padres y Niños

Activities _____ Date _____

	No	Somewhat	Yes
I learned something useful I can do with my child.	1	2	3
I enjoyed doing the activities with my child.	1	2	3

What did you like most about these activities? _____

If I were to do these activities again, I would change _____

I thought the activities were: excellent good poor

My child thought the activities were: excellent good poor

	No	Un Poco	Sí
Aprendí algo útil que puedo usar con mi hijo.	1	2	3
Me gusto compartir estas actividades con mi hijo.	1	2	3

Qué le gusto más acerca de esas actividades? _____

Si pudiera hacer esas actividades otra vez, qué cambiaría? _____

Las actividades fue: excelente bueno deficiente

Para mi hijo, las actividades fue: excelente bueno deficiente



HOW DID YOU LIKE IT?

Name: _____

Child(ren): _____

Date: _____

How did you like _____?
(name of activity)

(Please circle one.)



I liked it!

It was okay.

I was confused/bored/_____.

What was the most interesting part?

What was the least interesting part?



HOW DID YOU LIKE IT?

Name: _____

Child(ren): _____

Date: _____

How did you like _____?
(name of activity)

(Please circle one.)



I liked it!



It was okay.



I was confused/bored/_____.

The best part of doing this activity was _____

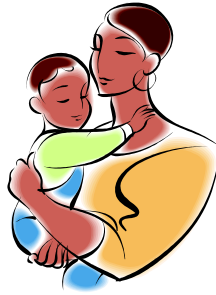
Something my child liked about this activity was _____

Three new words that we practiced with this activity are

1. _____

2. _____

3. _____



HOW DID YOU LIKE IT?

Name: _____

Child(ren): _____

Date: _____

How did you like _____?
(name of resource)

(Please circle one.)



I liked it!



It was okay.



I was confused/bored/_____.

Checklist for Intergenerational Literacy lesson Plans

Use the following memory prompts to ensure that lesson plans for IGL are meaningful for adults and relevant to their needs, educationally or developmentally sound for children, and fun.

- Specific vocabulary or topic to support adult literacy (ESL, ABE, ASE). What will they learn from spending their time on this activity?
- Direct connection to curriculum (Is there a question about this on the BEST-O, CASAS, or TABE?)
- Is this replicable or extend to another activity that adults could do at home with their children?
- Does this support a child academically (Colorado Model Content Standards) or developmentally (fine motor, gross motor, social skills, oral language development, problem solving, etc)?
- Are the materials and supplies readily available or highlighted so as to be prepared for the activity?
- Is there a vocabulary list for pre-teaching adults?
- Are the directions clear for others to understand?
- Are there extensions for the parent to complete at home or at a later time with extended family members?
- Is there a follow-up activity for the adult education classroom?
- Is there an assessment or method of determining if learning took place?

Colorado English as a Second Language Competencies
SPL-1 (relevant CASAS competencies listed)

Life Skills

Community Services (CS)

- LBGS 1 Give and write own address. (0.2.1, 0.2.2)
- LBGS 2 Read, say and dial emergency telephone numbers (2.1.2)
- LBGS 3 Identify familiar community facilities and workers. (school, post office, library, teacher, librarian, etc.)

Consumer Economics (CE)

- LBCE 4 Identify familiar consumer economics facilities and workers. (bank, supermarket, discount store, cashier, teller, clerk, etc.)
- LBCE 5 Provide proper ID to purchase an item.
- LBCE 6 State basic food or clothing needs in simple terms. (1.3.9)
- LBCE 7 Identify names of U.S. coins and bills and read simple money amounts. (1.1.6)
- LBCE 8 Pay total amount required to purchase an item.

Employment (E)

- LBE 9 Identify common entry-level jobs.
- LBE 10 State own previous employment.
- LBE 11 State current employment status.
- LBE 12 Print or sign name on a time sheet. (0.2.2)
- LBE 13 Ask if a task was done correctly.
- LBE 14 Ask a supervisor or co-worker for help.

Health (H)

- LBH 15 Identify major body parts.
- LBH 16 Identify medical facilities and workers. (hospital, clinic, doctor, nurse, etc.)
- LBH 17 State need for medical help in simple terms.
- LBH 18 State own general condition in simple terms.

Housing (HO)

- LBHO 19 Identify common household rooms and furniture. (1.4.1)
- LBHO 20 Identify common types of housing. (1.4.1)
- LBHO 21 Read exit signs in housing. (exit, stairs, emergency exit)

Transportation and Directions (TD)

- LBTD 22 Identify common types of public and private transportation. (2.2.3)
- LBTD 23 Read a limited number of street and pedestrian signs. (stop, walk, don't walk, etc.)
- LBTD 24 Ask for location of a place in the classroom.
- LBTD 25 Follow simple directions to a place in the classroom.

Basic Language Skills

Listening

- LBL 1 Demonstrate understanding of simple, words, phrases, and questions.
- LBL 2 Demonstrate understanding of high frequency commands and expressions of courtesy.

Speaking

- LBS 3 Express needs with simple words or phrases drawn from learned material.
- LBS 4 Repeat words and phrases to improve pronunciation.
- LBS 5 Answer questions with simple "yes", "no", or one-word responses.
- LBS 6 Greet, show gratitude, express state of being.

Reading

- LBR 7 Discriminate between upper and lower case letters.
- LBR 8 Discriminate numerals.
- LBR 9 Relate phonological sounds to letters (sound/symbol correspondence).
- LBR 10 Recognize signs with one word or symbol. (men, women, stop, etc.)

Writing

- LBW 11 Copy letters of the alphabet.
- LBW 12 Write days of the week. (2.3.2)
- LBW 13 Copy basic personal information. (name, address, phone)
- LBW 14 Copy a list of words previously learned orally.

Workplace

- LBWP 15 Use time efficiently. (7.1.2)

Colorado English as a Second Language Competencies
SPL-2 (relevant CASAS competencies listed)

Life Skills

Community Services (CS)

- ICS 1 Read simple, high frequency emergency words.
(fire, ambulance, exit, poison, police, etc.)
- ICS 2 Call 911 and report an emergency in simple terms. (2.5.1)
- ICS 3 Address an envelope or package including return address. (2.4.1)
- ICS 4 Ask for stamps at a post office. (2.4.4)

Consumer Economics (CE)

- ICE 5 Ask where items are located in a store and read aisle numbers. (1.3.7)
- ICE 6 Differentiate size by reading tags and request size or color for an item in simple terms. (1.1.9, 1.3.9)
- ICE 7 Locate and read expiration dates on food. (2.3.2)
- ICE 8 Ask for food using common weights and measures and read common abbreviations for weights and measures. (1.1.7)
- ICE 9 Endorse a check.

Employment (E)

- IE 10 Identify specific skills needed for entry level jobs. (4.1.8)
- IE 11 Fill out a simplified job application. (0.2.2)
- IE 12 Answer questions about work shifts, starting dates and hours. (4.1.6)
- IE 13 Read common, high frequency safety signs and work facility signs.
(emergency exit, no smoking, restrooms, etc) (4.3.1)
- IE 14 Respond to simple oral warnings or basic safety commands.
- IE 15 Follow simple one step instructions.

Health (H)

- IH 16 Identify major body parts and common illnesses or injuries. (3.1.1)
- IH 17 Make a doctor's appointment.
- IH 18 Read time and date on an appointment card. (3.1.2)
- IH 19 Identify oneself, appointment time, and doctor's name upon arrival at a clinic or doctor's office. (0.1.2, 0.2.1)
- IH 20 Follow simple, oral instructions during a health visit. (0.1.1)
- IH 21 Ask for and read names of generic non-prescription medicine (aspirin, cold medicine, antacids, sleeping pills, etc.) (3.3.1)
- IH 22 Ask for patient's room number in a hospital. (0.1.6)

Housing (HO)

- IHO 23 Identify types of housing and answer questions about needs. (1.4.1)
- IHO 24 Ask about rent.
- IHO 25 Report household problems in simple terms. (1.4.7)
- IHO 26 Read simple, high frequency housing signs.

Transportation and Directions (TD)

- ITD 27 Ask for and follow simple directions to a place. (2.2.1)
- ITD 28 Ask for bus destinations.
- ITD 29 Read street numbers and common, high frequency street signs. (stop, yield, one way, do not enter, etc.)

Basic Language Skills

Listening

- IL 1 Demonstrate comprehension of simple words in context of common, everyday situations.
- IL 2 Demonstrate comprehension of basic commands through physical action.
- IL 3 Demonstrate strategies to check for understanding.

Speaking

- IS 4 Make statements related to basic needs using previously learned words and phrases.
- IS 5 Answer questions with simple "yes", "no", or one-word responses.
- IS 6 Ask simple questions ("what", "where", "when", "who", "how")
- IS 7 Express simple commands.
- IS 8 Express satisfaction / dissatisfaction.

Reading

- IR 9 Recognize basic sight words.
- IR 10 Read sentences using vocabulary and structures previously learned orally.

Writing

- IW 11 Print letters of the alphabet and write numerals.
- IW 12 Write days of the week, months, and dates. (2.3.2)
- IW 13 Fill out simple personal information forms. (0.2.2)
- IW 14 Write simple sentences based on previously learned vocabulary and structures.

Workplace Skills

- IWP 15 Use time efficiently. (7.1.2)
- IWP 16 Participate in team activities. (4.8.1)
- IWP 17 Monitor own progress. (7.1.3)

Colorado English as a Second Language Competencies SPL-3 (relevant CASAS competencies listed)

Life Skills

Community Services (CS)

- 2CS 1 Ask for correct postage for mailing. (2.4.2)
- 2CS 2 Fill out a change of address form. (2.4.3)
- 2CS 3 Locate telephone numbers in a phone book (white or yellow pages). (2.1.1)

Transportation and Directions (TD)

- 2TD 26 Read common signs in airports or bus stations for traffic or pedestrians. (2.2.2)
- 2TD 27 Ask and answer questions about fares and buy travel tickets. (2.2.4)
- 2TD 28 Identify major streets and landmarks on a map. (2.2.5)

Consumer Economics (CE)

- 2CE 4 Write a check or fill out a money order.
- 2CE 5 Ask for and read price of food, clothing, or other items in a store. (1.2.1)
- 2CE 6 Read common signs regarding hours/services in stores.
- 2CE 7 Identify correct change and ask for the right amount. (1.6.4)
- 2CE 8 Order and pay for food in a restaurant. (2.6.4)

Basic Language Skills

Listening

- 2L 1 Demonstrate comprehension of basic directions.
- 2L 2 Recognize words that signal differences between present, past and future tenses.

- 2L 3 Demonstrate comprehension of simple questions.

Speaking

- 2S 4 Make simple statements and questions in the present, past and future tenses related to basic needs and common activities.

- 2S 5 Make simple clarification requests. (0.1.6)

Employment (E)

- 2E 9 Read simple want ads and identify entry level job requirements. (4.1.3)
- 2E 10 Fill out a simple job application. (0.2.2)
- 2E 11 Ask and answer simple questions at a job interview. (0.1.6, 0.2.1)
- 2E 12 Give reasons for lateness or absence from work.
- 2E 13 Read common, high frequency warnings, safety signs and facility signs at a work site. (4.3.1)
- 2E 14 State need for frequently used materials or tools. (4.5.1)
- 2E15 Follow simple two step instructions.

Reading

- 2R 6 Demonstrate understanding of basic words, phrases and numerical information.

- 2R 7 Read and demonstrate comprehension of a simple paragraph containing familiar vocabulary.

Writing

- 2W 8 Write simple sentences.

- 2W 9 With assistance, write paragraphs based on personal experiences or simple themes.

- 2W 10 Fill out simple personal information forms. (0.2.2)

- 2W 11 Write a simple note. (0.2.3)

Health (H)

- 2H 16 Identify common symptoms, illnesses and health problems. (3.1.1)
- 2H 17 Change or cancel a doctor's appointment. (3.1.2)
- 2H 18 Read and follow simple instructions on a medicine label. (3.3.2)
- 2H 19 Follow simple oral instructions for treatment.
- 2H 20 Fill out simple personal information on a health form. (3.2.1)

Workplace Skills

- 2WP 12 Use time efficiently. (7.1.2)

- 2WP 13 Participate in team activities. (4.8.1)

- 2WP 14 Monitor own progress. (7.1.3)

Housing (HO)

- 2HO 21 Ask for information about location, rent, rooms, deposit, and utilities
- 2HO 22 Report a housing problem and ask for repairs. (1.4.7, 1.7.4)
- 2HO 23 Identify total amount due on utility bills. (1.4.4)
- 2HO 24 Describe own housing situation including cost, size, number of rooms, etc. (1.4.1)
- 2HO 25 Read common housing abbreviations used in ads. (1.4.2)

Colorado English as a Second Language Competencies
SPL-4 (relevant CASAS competencies listed)

Life Skills

Community Services (CS)

- 3CS 1 Locate telephone numbers and identify services in yellow pages of a phone directory. (2.1.1, 2.1.2)
- 3CS 2 Inquire about business over the phone. (2.1.8)
- 3CS 3 Interpret simplified telephone computer menu of services. (2.1.7)

Consumer Economics (CE)

- 3CE 4 Fill out a deposit/withdrawal slip..
- 3CE 5 Read unit pricing labels to compare products for value. (1.2.2)
- 3CE 6 State reasons for returning an item to a store. (1.3.3)
- 3CE 7 Explain a common problem with food service in a restaurant. (2.6.4)

Employment (E)

- 3E 8 Fill out a level-appropriate job application. (0.2.2)
- 3E 9 Ask and answer questions in a job interview. (0.1.6, 0.2.1)
- 3E 10 Respond to supervisor's comments about quality of work including mistakes, speed, incomplete work, etc. (4.6.1)
- 3E 11 Report specific problems encountered in completing work tasks. (4.3.4)
- 3E 12 Read warnings, storage directions and emergency instructions. (4.3.1, 4.3.2)
- 3E 13 Write a note to explain absence from work. (0.2.3)
- 3E 14 Read a paycheck stub. (4.2.1)

Health (H)

- 3H 15 Respond to simple questions about physical health. (3.1.1)
- 3H 16 Follow oral instructions during a medical exam or about treatment.
- 3H 17 Fill out a simple health history form. (3.2.1)
- 3H 18 Fill out a simplified health insurance form. (3.2.1)

Housing (HO)

- 3HO 19 Question errors on utility bills. (1.4.4)
- 3HO 20 Ask about and follow instructions for using and maintaining household equipment. (1.4.7, 1.7.4)
- 3HO 21 State housing needs and ask specific questions about cost, size, conditions for rental, etc. (1.4.2)
- 3HO 22 Report a housing problem and write a note requesting repairs. (1.7.5)

Housing (HO) continued

- 3HO 23 Arrange for installation of household utilities. (1.4.4)
- 3HO 24 Read housing ads and identify cost, size, rental conditions, etc. (1.4.1, 1.4.2)

Transportation and Directions (TD)

- 3TD 25
- 3TD 26 Read common signs in airports or bus stations for traffic or pedestrians. (2.2.2)
- 3TD 27 Ask and answer questions about fares and buy travel tickets. (2.2.4)

Basic Language Skills

Listening

- 3L 1 Follow simple directions to a place.
- 3L 2 Follow directions in completing tasks.
- 3L 3 Follow multiple commands.

Speaking

- 3S 4 Ask and answer questions on basic personal information.
- 3S 5 Ask and answer questions about events in the present, past and future.
- 3S 6 Engage in problem solving activities. (7.3.1, 7.3.2, 7.3.4)
- 3S 7 Request information/clarification in person/by phone. (0.1.6)

Reading

- 3R 8 Scan life skill reading materials for specific information. (ads, schedules, rental agreements, etc.) (2.5.1)
- 3R 9 Demonstrate comprehension of a reading passage with familiar content. (main idea, sequence, details, etc.)
- 3R 10 Use context to determine meaning.

Writing

- 3W 11 Write simple notes, messages, letters. (0.2.3)
- 3W 12 Write related sentences on a topic to form a paragraph.
- 3W 13 Edit and self correct writing for basic punctuation.
- 3W 14 Fill out simple forms.

Workplace Skills

- 3WP 15 Engage in basic social communication. (introduce self, express appreciation, apologize, explain, complain, etc.) (0.1.3, 0.1.4)
- 3WP 16 Use time efficiently. (7.1.2)
- 3WP 17 Participate as a member of a team. (4.8.1)
- 3WP 18 Monitor own progress. (7.1.3)
- 3WP 19 Teach others.