



Focus: Early Childhood Student Engagement

<i>The Philosophy Behind Semillitas de Aprendizaje™</i>	3
<i>Children of AVANCE Families</i>	6
<i>IDRA Research for Quality Early Education</i>	7

Building Interest in STEM through Language Development and Storytelling

by Rosana G. Rodríguez, Ph.D., and Juanita C. García, Ph.D.

In an increasingly interconnected world, fostering early interest in STEM areas is critical to addressing the underrepresentation of girls and minorities in these critical fields. Teachers in dual language classrooms can help ignite and inspire this interest through IDRA's *Semillitas de Aprendizaje* early childhood supplemental curriculum. Designed for children in prekindergarten through fifth grade, these tools use storytelling and dramatic presentations that lead to language development, oral language proficiency and scientific thinking.

Educators from across the country recently learned how to use *Semillitas de Aprendizaje* for this purpose at the annual La Cosecha Dual Language conference in Albuquerque. We used leadership connectivity to the world around us as a backdrop to integrate national science standards into their presentation on using *Semillitas de Aprendizaje*. This early childhood supplemental curriculum was developed by IDRA through funding by the W. K. Kellogg Foundation in response to the need for high quality, culturally and linguistically responsive educational materials for school and home use.

At the conference, we stressed rigor and relevance for igniting the interest and engaging our youngest learners as emerging young scientists and mathematicians through bilingual storytelling. Hands-on demonstration and interactive presentations connect students with the world around

them to further explore scientific and mathematical principles through culturally and linguistically relevant stories, poems, theatre, music and the arts. We also demonstrated how to connect content with experiential learning in the STEM areas, linking literacy and dual language learning.

The *Semillitas de Aprendizaje* stories can be used effectively in promoting critical thinking and connecting language learning to all content areas, while honoring history, language and culture. The story we demonstrated at this year's conference, *Jesuita y las Arañas ~ Jesuita and the Spiders*, can be used to illustrate the scientific method and integrate process skills, science and mathematics, and oral and written language skills by: observing, predicting and evaluating, collecting data, investigating, interpreting data, classifying and forming conclusions, and communicating results (process adapted from Leonard, IBS).

Semillitas de Aprendizaje stories are especially effective in the use of *Teatro en el Aula*, or Readers' Theatre, a method that provides opportunities to further engage students in developing oral fluency, a critical factor necessary for reading comprehension. The benefits of this approach with these engaging bilingual children's stories are multiple, including motivation, meaningful contextualization for re-reading and group performance for thinking, and engaging students in active listening and sharing. Studies
(cont. on Page 2)

“Investment in quality early childhood education is not only an investment in the young people who participate or even in their families, it is in fact an investment in all of us.”

— Dr. María “Cuca” Robledo
Montecel, IDRA President and CEO



(Building Interest in STEM through Language Development and Storytelling, continued from Page 1)

show the importance of fluency interaction and comprehension processes (Rasinski, 2003; Fuchs, et al., 2001; Kuhn, 2003). Research on Readers' Theatre also underscores the benefits of this approach in engaging students and creating meaningful context for re-reading (Tranin & Andrzejczak, 2006). Working on group performance also fosters engagement and relevance with the text that can enhance comprehension through expression, familiarity and discussion.

Beginning from the strong premise of identifying and valuing what children already know and working from what they have already observed in the natural world, teachers can apply a research process that moves children toward creating a hypothesis and formulating questions about what they want to know more about. IDRA has modified a technique called *group memory* to inspire scientific observations and inquiry. The process culminates with an evaluative and reflective segment that asks questions to further inspire written language and synthesis. "The strategy and approach is effective at the primary level and can also be used in the intermediate grades," observed one participant in the session.

By integrating science and mathematics into language learning, teachers can then weave activities grounded in inquiry that develop bilingual skills and oral language in bilingual classrooms by simultaneously introducing mathematics concepts at very young ages, such as graphs, polls, use of graphic organizers and technology for even the youngest learners. This approach should always build upon a perspective that affirms and integrates existing knowledge and vocabulary and that fosters self-efficacy and self-expression.

IDRA's *Semillitas de Aprendizaje* offers an array

of enchanting stories to engage and ignite interest in math, science, problem solving and critical thinking and that encourage students to pose and investigate questions that are generated by them, flowing naturally and inspired by history, culture and the natural world around them. Dual language learning is promoted by integrating vocabulary and language development across all subject areas.

Teachers also can use the stories to promote sensitive, inquiring and collaborative leaders for the future who are attuned to listening to one another, engaged in joint problem-solving and valuing the diversity of opinions and knowledge of others in the group, while growing in their own knowledge and application of skills. Both oral and aural language development are stressed.

Margaret Wheatley suggests: "Ask, What's possible? Be intrigued by the differences you hear (and see). Expect to be surprised. Treasure curiosity more than certainty... Remember, you don't fear people (or creatures) whose story you know. Real listening always brings people closer together." (2009)

IDRA's professional development goes beyond techniques to transform the teaching and learning process based upon a valuing perspective that recognizes and honors the knowledge inherent in every student at every level, celebrating the variety of cultural expressions through language.

IDRA will soon release the bilingual Readers' Theatre for the *Semillitas de Aprendizaje* storybooks and accompanying lessons process along with storytelling videos in Spanish and English. You can learn more about the series' Big Books, Storybooks, Math Books, Cartitas—Letters

Home and Teacher Guide online at: <http://www.semillitasdeaprendizaje.com>.

Resources

- Fuchs, L., & D. Fuchs, M.K. Hosp. "Oral Reading Fluency as an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis," *Scientific Studies of Reading*, 5, 239-256 (2001).
- Kuhn, M.R., & S.A. Stahl. "Fluency: A Review of Developmental and Remedial Practices," *Journal of Educational Psychology*, 95 (1) 3-21 (2003).
- Leonard, N. "What is inquiry-based science (IBS) and how does one teach using IBS?," Powerpoint presentation (2010).
- Rasinski, T.V., & J.V. Hoffman. "Oral Reading in the School Literacy Curriculum," *Reading Research Quarterly*, 38 (4), 510-522 (2003).
- Tranin, G. & N. Andrzejczak. *Readers' Theatre: A Viable Reading Strategy?* (Lincoln, Nebraska: College of Education and Human Sciences, Great Plains Institute of Reading and Writing, 2006).
- Wheatley, M.J. *Tuning to One Another: Simple Conversations to Restore Hope to the Future* (San Francisco Berrett-Koehler Publishers, Inc., 2009).

Rosana G. Rodriguex, Ph.D., is director of development. Juanita C. Garacia, Ph.D., is an education associate in IDRA Field Services. Comments and questions may be directed to them via email at comment@idra.org.

IDRA South Central Collaborative for Equity

For more information about the IDRA South Central Collaborative for Equity or to request technical assistance, contact us at 210-444-1710 or contact@idra.org.

Additional resources are available online at http://www.idra.org/South_Central_Collaborative_for_Equity/

funded by the U.S. Department of Education

The Intercultural Development Research Association (IDRA) is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity.

The IDRA Newsletter (ISSN 1069-5672, ©2014) serves as a vehicle for communication with educators, school board members, decision-makers, parents, and the general public concerning the educational needs of all children in Texas and across the United States.

Permission to reproduce material contained herein is granted provided the article or item is reprinted

www.idra.org

in its entirety and proper credit is given to IDRA and the author. Please send a copy of the material in its reprinted form to the IDRA Newsletter production offices. Editorial submissions, news releases, subscription requests, and change-of-address data should be submitted in writing to the IDRA Newsletter production editor. The IDRA Newsletter staff welcomes your comments on editorial material.

Portions of the contents of this newsletter were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and endorsement by the federal government should not be assumed.

Publication offices:
5815 Callaghan Road, Suite 101
San Antonio, Texas 78228
210-444-1710; Fax 210-444-1714
www.idra.org | contact@idra.org

Maria Robledo Montecel, Ph. D.
IDRA President and CEO
Newsletter Executive Editor

Christie L. Goodman, APR
IDRA Communication Manager
Newsletter Production Editor

Sarah H. Aleman
Secretary
Newsletter Layout

The Philosophy Behind Semillitas de Aprendizaje™

Since the early 1970s, when IDRA designed one of the nation's first bilingual curricula for children who are English language learners, we have been dedicated to making sure that every child has the best possible start in school. With *Semillitas de Aprendizaje*, IDRA has launched a new professional development series for preschool teachers, early childhood centers, families and the field. The materials and training were developed based upon effective research-based principles of early childhood education and in the spirit of valuing each child for the unique gifts he or she possesses.

This We Believe...About Diversity

We believe that diversity of language, race, culture and human expression is both a strength and a gift for all of humanity to cherish. Through the use of the *Semillitas de Aprendizaje* materials, we encourage teachers and parents to celebrate, honor and encourage respect for the diversity of learners in our classrooms. As we integrate the assets of each individual child into the lessons, we also celebrate the collective success of the group because of the very diversity contained within.

This We Believe...About the Literacy Connection

Semillitas de Aprendizaje focuses on the important connection between language and literacy by providing meaningful language and literacy experiences for children during every part of the daily classroom experience. Given that listening, speaking, reading and writing develop together, lesson activities promote early high levels of academic language. Early literacy is a vital academic skill in school readiness, and school learning is contingent upon literacy development. Learning to read is highly dependent on children's language skills and vocabulary development (Yañez-Pérez, 1996). Understanding and using oral language (listening and speaking) is the first step in mastering printed language (reading and writing).

Research shows how language and literacy develop in young children, underscoring

the connection between spoken and written language, with literacy emerging gradually in the early years. Reading and writing begin with learning language and looking at books in infancy and continuing through preschool years.

Semillitas de Aprendizaje incorporates the Head Start Early Childhood competency indicators through literacy center activities that focus on listening and understanding, speaking and communicating, phonological awareness, comprehension, book knowledge and use, and print knowledge and emergent writing. Through storytelling, song and poetry reading with a spirit of valuing diversity, the curriculum encourages the use of rich language and print.

This We Believe...About Family Involvement

As teachers and parents use these materials, we believe that strong and lasting alliances must be built between home and school, capitalizing on the collective strengths that parents and teachers – working together – can bring to create a web of support for each child's educational success throughout the continuum of learning, from early childhood through college success. *Semillitas de Aprendizaje* recognizes parents as first teachers and valued partners at all levels, beginning in the earliest grades. We encourage the development of a mutual partnership between teachers and families that builds upon existing successes, shares a common vision for each child's academic achievement, and fosters positive and pro-active relationships to positively influence change through shared decision-making. Increased communication between schools and families can renew family pride and ignite a thirst for learning that will last a lifetime.

This We Believe...About Effective Teaching in Early Childhood Education

We believe effective teaching in early childhood education strives to foster centers of excellence
(cont. on Page 4)

We believe that diversity of language, race, culture and human expression is both a strength and a gift for all of humanity to cherish.



(The Philosophy Behind *Semillitas de Aprendizaje*™, continued from Page 3)

both at home and in school. *Semillitas de Aprendizaje* reflects a balanced approach to reading that acknowledges oral language proficiency levels in the home language and in English and that combines the language and literature-rich activities associated with meaning, understanding and the love of language with explicit teaching skills as needed to develop fluency associated with proficient readers.

Each lesson introduces fundamental vocabulary building and concept acquisition. By providing a print-rich environment and attractive materials that incorporate exciting sounds, delightful stories and music, the curriculum encourages children to explore and use language in creative ways, reflecting on positive values that reflect appreciation for culture. Therefore, the curriculum teaches skills in using language in various ways, through stories, prose, song and verse that are age appropriate in fostering mastery in all components of early literacy. *Semillitas de Aprendizaje* is designed to help teachers integrate the materials, methods and literacy activities into classroom practice. In doing so, every aspect of the environment can be enriched through print, language, materials, activities and other support for the development of children's knowledge.

This We Believe...About Children

Young children begin the process of learning to read from infancy. Experiences such as being read to and playing with words and letters help children develop the vocabulary and knowledge base they need to be readers and writers. *Semillitas de Aprendizaje* encourages early literacy experiences by basing each classroom lesson unit on a book and its message, using music and songs to promote awareness of sounds and structure of language, and including activities that encourage conversations and descriptions of their learning.

We believe that our children are our greatest gift, our future and our legacy. Children are never a problem to be solved, they are the solution – emerging leaders and co-creators of better tomorrow for our nation and our world. A child's self-esteem is supported through a nurturing environment that presents material in a loving and supportive classroom and a home that fosters inquiry and recognizes each developmental phase as a new opportunity for learning. A basic assumption of *Semillitas de Aprendizaje* is that of valuing children, a starting point that values children's families, neighborhoods, ethnicity or race, language, culture and gender. As you

walk through these lessons with your children in school, we encourage you to do so through their fresh eyes, enthusiastically looking for the new, in joyful appreciation for what is, excited about the possibilities of what can be, and eager for more.

This We Believe...About Assessment

Semillitas de Aprendizaje contains many ideas for teachers and parents to reinforce learning and check for progress in building the language capacity for each child. The spirit of evaluation for *Semillitas de Aprendizaje* is to improve learning and measure success. As such, evaluation is a tool to strengthen teaching and learning. Periodic assessment of the group's progress toward the objectives of each lesson will help the teacher make course adjustments and enrich the environment to promote learning, providing the

individual support needed for each child to learn best. To plan for success, teachers are encouraged to identify key concepts to be learned, specific questions to foster inquiry and measure success, ideas for developing benchmarks to check progress, suggestions to develop a variety of means for gathering feedback, and positive methods to share results with children's families.

IDRA used the Early Language and Literacy Classroom Observation (ELLCO) protocol to specifically address the role of environmental factors in early literacy and language development. The children also are assessed using the Get it, Got it, Go!, the Pre-Pals (Phonological Awareness Literacy Screening) and the Peabody Picture Vocabulary Test-III (PPVT-III) as well as the el Examin de Vocabulario en Imágenes (cont. on Page 7)

IDRA Research for Quality Early Education

As we begin yet another year of working to assure equal educational opportunities for every child, it is the "Research" in our name that we are purposefully and with profound intent spotlighting in the *IDRA Newsletter*. And we are doing so by increasing visibility and awareness of IDRA's research and the impact it has had for children. Each newsletter this year will feature our research contributions to particular topic. This month, the spotlight is on IDRA's research for quality early education and its influence on the development of effective models and curricula for the youngest English learners.

In Spanish, *amanecer* means "the beginning of a new day." In 1975, IDRA began a new day in public education by developing the AMANECER curriculum – one of the first bilingual early childhood curricula in the country. AMANECER was based on the then groundbreaking premise that children and families whose first language is not English must have access to quality education at the earliest levels of school. It also was based on research by IDRA and others that bilingual education is the best way to teach English while also teaching other subjects, making bilingual education in early childhood classrooms a key focus of IDRA's work throughout the years.

IDRA's U.S. Department of Education-funded Reading Early for Academic Development research a decade ago showed dramatic school readiness results among participating children and informed the development of a "Classroom of Excellence" model for early childhood classrooms of excellence. IDRA's early childhood education research provides further grounding for the Annual IDRA *La Semana del Niño* Early Childhood Educators Institute, the nation's only gathering place for teachers and parents concerned with early childhood education of English learners. (Next institute April 24, 2014.)

IDRA research also informed *Semillitas de Aprendizaje*™ – a unique bilingual (Spanish/English) supplemental curriculum that is helping teachers foster literacy, numeracy and social-emotional development, while valuing and capitalizing on children's home language and culture (see stories on Pages 1 and 3). More examples and resources from IDRA's early childhood education research and development work is online at http://www.idra.org/Research/IDRA_Research.

IDRA Study Finds Children of AVANCE Families Are More Likely to Stay in School

by Felix Montes, Ph.D.

In an impact evaluation of the AVANCE Parent-Child Education Program (PCEP), IDRA found that AVANCE family's students had a lower high school attrition rate than the rest of Hispanic students in Texas. The AVANCE attrition rate was 10.5 percent, compared to 33 percent for Hispanic students in Texas reported by the 2012-13 IDRA Texas public school attrition study (Johnson, 2013). Moreover, the AVANCE attrition rate (10.5 percent) was lower than the 25 percent Texas attrition rate for all students.

AVANCE is a non-profit parent-child education and family support organization that provides innovative education and family support services to predominantly Hispanic families in disadvantaged communities. AVANCE PCEP is a two-generation program that seeks to advance young mothers and their infants, zero to 3 years of age, so that mothers increase their knowledge and confidence about their child-rearing skills and in their own achievement, and their infants attain optimal development and are ready for school.

About 4,000 young (below 30 years old), minority (98 percent Hispanic), economically distressed (37.1 percent earn less than \$20,000 per year), and under-educated (60.8 percent did not complete high school) mothers constituted the PCEP target population for the evaluation. AVANCE asked IDRA to conduct. AVANCE's catalytic support placed on mothers and their children is corroborated by a body of research that demonstrates the connection between maternal education and child outcomes (Magnuson & McGroder, 2003). Other research supporting AVANCE's focus underscored the fact that one in five children in the United States lives in poverty, while more than two in five are low income (Redd, et al., 2011). Today, many women have become primary breadwinners for their families, supplying at least a quarter of the family's earnings (Boushey & O'Leary, 2009).

The evaluation involved telephone and face-to-face interviews with a sample of 199 mothers

who graduated from the program between 1999 and 2006 and who mirrored the socio-economic, ethnic and educational characteristics of the PCEP target population from where it was selected. The evaluation was designed to address the following overarching question: How does the AVANCE PCEP affect two-generation (parent/child) behavior change in the areas of education and socio-economic status?

The findings show that participating in AVANCE had a positive long-term effect on mothers and children. The 199 mothers had 637 children, who have grown to their adolescent years at the time of the interviews. More than 93 percent of the mothers indicated that their children were school-ready when entering school and they (91 percent) credited AVANCE with helping them get their children ready for school.

Not only were these children attending school at a higher rate, but 87.8 percent of the mothers reported that they were doing above average (good) or excellent (top of the class). Nearly 80 percent (79.4 percent) reported that their children received awards from the school, such as honor roll, perfect attendance, and good citizenship. And most (75.8 percent) reported that their children were actively involved in extra-curricular activities at their schools, including athletics; school band, choir and orchestra; and academic and science clubs.

How could these mothers overcome the great barriers and challenges represented by their socio-economic and educational situation and demonstrate such resilience and determination for the future of their children? Most of them (88.1 percent) reported that AVANCE helped them build their self-esteem and supported them furthering their education. The number of mothers with higher education degrees increased from six to 19, an improvement of 216.7 percent. They improved their education in proportion to their initial attainment. Most mothers (59.1

(cont. on Page 6)

Although prior studies of the AVANCE model have been conducted, this is the first to follow participants 10 years after their graduation from AVANCE.

(IDRA Study Finds Children of AVANCE Families Are More Likely to Stay in School, continued from Page 5)

percent) who were below high school before their participation in AVANCE completed a GED certificate; on the other hand, most mothers (56.3 percent) with a high school diploma before participating in AVANCE, completed a higher education degree. In addition, AVANCE provided important practical activities to help mothers with the education of their children. Two of these activities were toy-making classes and field trips. Most mothers (95.3 percent) made the toys they used to instill in their children important concepts about the world, their sensory perception as well as their feelings. They (63.4 percent) also participated in field trips that acquainted them with community resources they used to improve themselves and their children.

Another way AVANCE supported these mothers was through improving their chances of finding a job, through the development of important skills, including working with others, better communication, and setting and achieving goals. At the time of their graduation from AVANCE, more mothers were employed (29.5 percent) than when they entered AVANCE (17.1 percent); their employment quality was also higher – 17.6 percent of the mothers' employment was full time after leaving AVANCE, compared to 6.2 percent at the time of seeking its services. The general trend toward employment improvement continued long after mothers graduated from the AVANCE program. At the time of the interviews, the employed proportion had increased to 38.8 percent (compared to 29.5 percent when they graduated from AVANCE). This is particularly remarkable, given the worsening national economic conditions during those years.

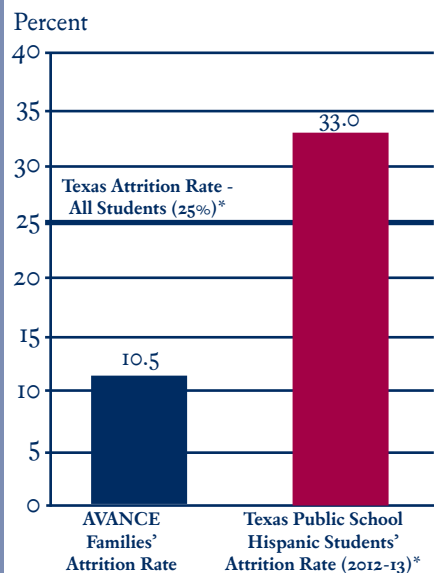
Although prior studies of the AVANCE model have been conducted (see for example, Johnson & Walker, 1995), this is the first to follow participants 10 years after their graduation from AVANCE. It demonstrated that families in challenging socio-economic conditions can effectively help their children's succeed in school, when the appropriate support is provided.

Resources

Boushey, Heather, & Ann O'Leary (eds.). *The Shriver Report – A Woman's Nation Changes Everything* (Washington, D.C.: Maria Shriver and the Center for American Progress, October 2009).

Johnson, D.L., & Todd B. Walker. *Final Report of an Evaluation of the AVANCE Parent Education and Family Support Program* (San Antonio, Texas: AVANCE, Inc., 1995).

School Attrition Rates – AVANCE Families and Texas Hispanic Families



*Johnson, R.L. *Overall Attrition Rates Take Another Step Forward* (San Antonio, Texas: Intercultural Development Research Association, October 2013).

Johnson, R.L. *Texas Public School Attrition Study, 2012-13: Overall Attrition Rates Take Another Step Forward* (San Antonio, Texas: Intercultural Development Research Association, October 2013).

Magnuson, Katherine A., & Sharon M. McGroder. *The Effect of Increases in Welfare Mothers' Education on their Young Children's Academic and Behavioral Outcomes* (University of Wisconsin, Institute for Research on Poverty Discussion Paper. Evanston, Ill.: Joint Center for Poverty Research, Northwestern University, 2003).

Redd, Zakia, & Tahilin Sanchez Karver, David Murphey, Kristin Anderson Moore, Dylan Knewstubb. "Two-Generations in Poverty: Status and Trends among Parents and Children in the United States 2000-2010," *Child Trends Research Brief* (Washington, D.C.: Child Trends, November 2011).

Felix Montes, Ph.D., is an education associate in IDRA Support Services. Comments and questions may be directed to him via email at comment@idra.org.



Coca-Cola Valued Youth Program Introductory Seminar

February 12, 2014
San Antonio

- ✓ See this highly-successful dropout prevention program in action
- ✓ Find out how you can strengthen your school's holding power
- ✓ Meet Valued Youth tutors
- ✓ Meet staff from other schools that are using the Coca-Cola Valued Youth Program

At this one-day event, you will meet Valued Youth tutors, meet teachers who are using the Coca-Cola Valued Youth Program, learn who to get funding from federal and other sources, and see the program in action by visiting a school that is successfully implementing the program. Designed particularly for school and district administrators, teachers and community members.

Details online:

www.idra.org/IDRA_Events/Introductory_Seminar_2014/



Semillitas de Aprendizaje™

Early Childhood Bilingual Literacy Development

Semillitas de aprendizaje is a bilingual (Spanish/English) supplemental early childhood curriculum by the Intercultural Development Research Association that is based on the art of storytelling. It focuses on literacy development and has culturally-relevant materials for early childhood and primary grades.

Learn more at our new website!

- Info on the 10 stories
- Details about the curricular materials
- Sample lesson plan
- Tools for teachers
- Key facts about bilingual education
- Resources for engaging families
- Video clips

www.semillitasdeaprendizaje.com



(The Philosophy Behind Semillitas de Aprendizaje™, continued from Page 4)

Peabody (the TVIP is the Spanish version of the PPVT-III).

This We Believe...About Essential Life Skills

As we prepare our children to navigate and excel in an increasingly complex world, a new set of skills is required. *Semillitas de Aprendizaje* includes activities that reflect best practices in teaching and learning, among them seven essential life skills from the work of Ellen Galinsky's *Mind in the Making* (2010). Each unit in this guide incorporates these life skills to engage children emotionally, intellectually and socially so that they can become pro-active and responsible learners, decision makers, and co-creators of their future. The components of each lesson are laboratories for learning that offer opportunities to synthesize, apply, practice, problem solve and generalize learning as they develop independence and social skills.

This article is excerpted from *Semillitas de aprendizaje Teacher Guide (Manual del maestro)*, Abelardo Villarreal, Ph.D., managing editor and lead author. More information about *Semillitas de Aprendizaje* is available online at <http://www.semillitasdeaprendizaje.com>.

Resources

- Galinsky, E. *Mind in the Making: The Seven Essential Life Skills Every Child Needs* (New York: Harper Collins Books, 2010).
- Smith, M.W., & D.K. Dickinson. *User's Guide to the Early Language and Literacy Classroom Observation Toolkit* (Baltimore, Md.: Paul H. Brookes Publishing Co., 2002).
- Villarreal, A. (Managing Ed., Lead Author). *Semillitas de aprendizaje Teacher Guide (Manual del maestro)* (San Antonio, Texas: Intercultural Development Research Association, 2012).
- Yañez-Pérez, A. "Technology Teachers and Early Childhood," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, April 1996).

Get More Online at the IDRA Newsletter Plus

- New *Semillitas de Aprendizaje* website
- Video on early childhood education as an investment
- Coca-Cola Valued Youth Program Introductory Seminar
- Highlights from IDRA's evaluation of AVANCE's PREP program
- Resources from IDRA's early childhood education research and development work
- Podcasts about bilingual early childhood education

Visit www.idra.org for more information.




INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
5815 CALLAGHAN ROAD, SUITE 101
SAN ANTONIO, TEXAS 78228

Non-Profit Organization

U.S. POSTAGE PAID


Permit No. 3192
San Antonio, TX 78228

Focus: Early Childhood Student Engagement





Semillitas de Aprendizaje™
Early Childhood Bilingual Literacy Development

10 Storybooks
beautifully-illustrated
culturally-relevant
bilingual stories with
rich vocabulary
\$99 per set of 10




15 Math Books
bilingual for classroom and home use
focusing on numeracy and
social-emotional development
\$100 per set of 15

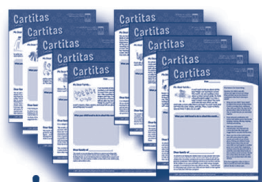




10 Big Books
abridged version of
the bilingual
storybooks designed
for classroom
interaction
\$75 per set of 10



Teacher Guide
10 units in 196 pages to
support early childhood
bilingual literacy
development
\$150 each




20 Cartitas - Letters Home
with family activities for teachers to send
home for parents related to the 10 stories
\$20 per set of 25
letters in English
or Spanish for
one of 10 units

Order your classroom set today!

Semillitas de aprendizaje is a bilingual (Spanish/English) supplemental early childhood curriculum by the Intercultural Development Research Association that is based on the art of storytelling. It focuses on literacy development and has culturally-relevant materials for early childhood and primary grades.

Available from IDRA for \$444 per set plus shipping.
Each element also sold separately through IDRA and Amazon.
210-444-1710 • www.idra.org



*Assuring educational opportunity for every child
through research, materials development, training, technical assistance, evaluation and information dissemination*