

Migrant Education Program

EXITO

Training Manual

- **Program Guidelines for Trainers**
- **Supply List**
- **Activities**
- **Spanish Nursery Rhymes**
- **Additional Ideas**





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This Program was developed by the Tennessee Migrant Education Program

Introduction

This manual has been created for EXITO trainers to use in order to teach migrant/Spanish speaking parents basic activities that they can do with their children to help them develop the skills that they will need to be better prepared for kindergarten. The manual focuses specifically on the five skill areas of **colors, numbers, shapes, ABC's, and body parts**. There is a special emphasis on activities that can be played using things that are already around the house or are inexpensive for parents to purchase. As a trainer, it is your responsibility to help migrant parents become more comfortable with their role as their children's first teachers. You can help instill confidence as you teach them easy hands-on ways that they can make learning fun for their children in their native language.



Exitó Program Guidelines for Trainers

- ★ Only children on the Migrant Education Program roster in TN can be visited. A trainer cannot train parents unless their children are on the current migrant roster, even if an initial COE has been filled out.
- ★ The trainer is to work with the parents during these visits. The end goal of these training sessions is to train the parents how to teach their children so that learning will continue after the trainer leaves.
- ★ It is recommended that a maximum of 3 - 4 hours a month be spent with each family. The parents must be present for a training session to be conducted.
- ★ The parents need to be given the corresponding materials for each training session to work with their child during a subsequent 2-week period.
- ★ If parents do not do the activities with their children after the trainer leaves, then the visits will cease. Parental participation is a requirement in order for the trainer to visit the family again.
- ★ The trainer needs to visit families once every two weeks. During the week when a visit is not scheduled, it is recommended that the trainer place a call to the parents to see how the activities are progressing and answer any questions.
- ★ A home visit log on each family visited during the EXITO training must be maintained and emailed or mailed to the state coordinator at the conclusion of the family's training.
- ★ If a child has mastered an EXITO skill, the corresponding visits related to that skill's development may be skipped.
- ★ Parental training sessions are related to the five skills for kindergarten prep only.
- ★ Single training sessions should not exceed 1 hour 15 minutes in length. Trainers must remember the purpose of the visit and use the time wisely.
- ★ Do not spend more than two visits on training to support each skill.
- ★ When any of your materials are left with parents, have the parents sign a check-out form to keep track of where your materials are.
- ★ If you have any questions, please contact the MEA or local program coordinator.

Supply List



Colors

- ★ Crayons
- ★ Cereal of different colors such as Fruit Loops
- ★ Buttons
- ★ Colored cellophane
- ★ Construction paper
- ★ Glue
- ★ Tempura paint
- ★ Zip-loc bags
- ★ Poster board
- ★ Yarn
- ★ Beads
- ★ Colored index cards
- ★ Popsicle sticks
- ★ Colored dot stickers
- ★ Small mirror
- ★ Pipe cleaners
- ★ Muffin tin
- ★ Bean bags

Shapes

- ☑ Jell-O
- ☑ Flour
- ☑ Salt
- ☑ Kool Aid
- ☑ Magazine
- ☑ Envelope
- ☑ Bean bags
- ☑ Shoelaces/string
- ☑ Masking tape

Numbers

- ⦿ M&M's
- ⦿ Beans
- ⦿ Index cards
- ⦿ Poster board
- ⦿ Cotton balls
- ⦿ Cardboard
- ⦿ Paper plate
- ⦿ Clothespins
- ⦿ Paper
- ⦿ Bean bags

ABC's

- 🌸 Zip-loc bags
- 🌸 Shaving cream
- 🌸 Cereal such as Alpha-Bits

Body Parts

- 🔗 Mirror
- 🔗 Dry erase marker
- 🔗 Paper plate
- 🔗 Rubber band
- 🔗 Poster board
- 🔗 Magazine
- 🔗 Photo of child

Activities for Colors

Introduce children to the different colors that they need to recognize before entering kindergarten. The colors that they will be expected to recognize are black, brown, blue, green, orange, red, yellow, purple, pink and white.

Activity 1

Gather different things in the home such as toys, clothes, or dishes. Have the child tell you the color of the object that you are pointing at. Anytime you are in your house or walking down the road, point to different objects and have your child tell you the different colors. This is a fun activity for you and your child to do together.



Activity 2

After your child gets to know the colors, you can have the child sort objects by color. Look around the room and have your child tell you everything that is a certain color. For example, look around the room and have your child find everything that is red. Repeat with every color. Your child will be learning colors while they think they are just playing a game with you.



Activity 3

Play “I spy” with your child to identify colors. You will have to look around the house and pick out different things that are different colors. For example, you would say, “I spy something green.” Then, your child would look around and guess everything that is green. After about five guesses, tell your child what you were looking at. Continue finding different objects that are different colors and let your child guess. You can even ask your child to give you a chance to guess. This can be played at home, walking, or

even driving down the road.



Activity 4

Let your child sort colors. If you have cereal at home that is different colors, this would be a perfect activity. Give your child a bowl of cereal and let him/her separate it into piles of the same color. After separating it into piles, have your child tell you the different colors. This could also be done with different types of colored candy or fruit snacks. This is a great activity for you to do with your child while giving him/her something to eat as a snack after finishing the activity.

Additional Ideas

- ★ Place or glue a colored button to the inside bottom of a 6 cup muffin tin using a different color in each muffin cup. Keep the same number and same color of buttons off to the side. Encourage your child to match the colored buttons with the ones in the tin.
- ★ Cut red, yellow, and blue cellophane into desired shapes. Have your child glue the shapes on sheets of waxed paper, overlapping the edges of the cellophane as they glue to create a collage. Attach a construction paper frame to the collage, if desired. Then, hang them in the window to let the light shine through and show all of the colors.
- ★ For each child, put a small amount of red liquid tempera paint and a small amount of yellow into a Zip-loc storage bag. Seal the bag closed. Then, let the children squeeze the bag to mix the colors and make orange. Follow the same procedure using blue and yellow paint to make green; red and blue paint to make purple, etc.





★ Cut a circle out of white poster board and divide it into eight sections. Use crayons or markers to color each section a different color and draw matching colored dots on eight spring-type clothespins. Then, let your child match the colors by clipping the clothespins around the edge of the wheel on the appropriate sections.

- ★ Use red, yellow, and blue yarn to form three circles on a carpet (or cut circles out of construction paper). Set out red, yellow, and blue wooden beads. Then, let your child sort the beads by placing them inside the matching colored circles.
- ★ Make colored eyeglasses by cutting frames out of colored poster board and glue matching colored cellophane squares over the eyeholes. (Use red, yellow, and blue and combine the colors to make green, orange and purple.) Then, attach pipe cleaners to the sides of the frames and bend them to fit over your child's ears.
- ★ Place a small mirror in a glass of water and tilt it against the side of the glass. Stand the glass in direct sunlight so that the mirror reflects a rainbow on the wall. Name the colors of the rainbow with your child (red, orange, yellow, green, blue and purple). Explain that sunlight contains all these colors mixed together, but when it hits the water (or raindrops in the sky), all the colors are separated.
- ★ Cut large squares out of colored construction paper and spread them out on the floor. Then, ask the children to perform different actions by giving directions such as: "Jason, can you put your foot on a red square? Brian, can you jump over a purple square?" Finally, ask everyone to find a square to stand on and let each child name the color of his/her square.





Activities for Shapes

Your child needs to be able to recognize different shapes such as a circle, square, rectangle, and a triangle before entering kindergarten.

Activity 1

Have your child tell you the name of the shape of different things in your house. Here are some things that you might find in your house:

Circle: cup, balls, bowls, some candles, spice bottles

Square: blocks, crackers, slice of cheese,

Rectangle: cereal boxes, books, refrigerator

Triangle: Doritos, pizza slice, some roofs, slice of pie

Activity 2

Have some fun in the kitchen by making Jell-O and let your child cut out fun shapes. You and your child can enjoy a fun snack after you are finished. This is a way for your child to learn shapes and have fun at the same time.

Activity 3

Make your own Play-Doh.

Ingredients:

2 cups flour

1 cup salt

2 cups boiling water

You can add a package of Kool-Aid powder and it will add color and a smell.

Help your child to cut out different shapes from the Play-Doh. When you finish and want to save the Play-Doh, put it in a Zip-loc bag and it will stay soft for a few days.



Activity 4

Messy Art: Go outside with your child and get a stick. Let your child make shapes in the dirt with the stick while he/she tells you what the shape is. Mess it up and then draw another one. You and your child will be able practice making shapes in a fun way for you both.



Additional Ideas

- ☑ Pass around a shape and have your child look at it and feel it with eyes open and closed
- ☑ Have your child hunt for shapes in a magazine and paste them on a piece of paper
- ☑ Have ten cutouts of all different shapes and have envelopes with individual shapes drawn on them. Your child places the cutouts into their corresponding envelopes
- ☑ Select several sheets of paper and draw one large shape on each (can also use numerals). Invite your child to create the shapes or numerals by placing shoelaces on top of the shape or numeral
- ☑ Use pieces of masking tape to make large outlines on the floor of a circle, square, triangle, etc. Let your child walk, crawl or hop around the edges of the shapes. Ask your child to first identify the shape before walking around it.



Activities for Numbers

Your child needs to be able to count from at least 1 to 10 before entering kindergarten

Activity 1

To begin counting with your child, have him/her count from 1 to 10 using his/her fingers or toes. Hold up different fingers and have your child tell you how many fingers you are holding up. This would be a great activity to help your child start recognizing numbers and counting.



Activity 2

To test your child to see how high he/she can count, find several things in the kitchen to use. For example, your child could count beans, noodles, cereal, or spoons. You could also use candy, such as Skittles or M&M's. With a bowl of something, let's say beans, ask your child to hand you a certain number of them. Then, let your child ask you for some. Keep taking turns. This is a great way for you and your child to practice counting skills.



Activity 3

You and your child can do many activities outside to practice counting using leaves, rocks, sticks, flowers or so much more. Ask your child to pick up a certain number of things. As he/she gets better counting, you can give him/her more than one step directions. For instance, go get three rocks, two sticks and five leaves. This will help your child to learn to count as well as to follow directions.

Activity 4

After your child begins to count well, you should work on writing the numbers. Your child can form the numbers using beans or noodles. If you both are outside, he or she can use rocks or little sticks. This is a really fun way for your child to practice writing the numbers and to begin recognizing the number that you are asking him to form.



Activity 5

Take your child outside and make several piles of rocks and have your child count the rocks and write the correct number in the dirt using his/her finger. Mix up the piles and have the child do it again. You could also write the number in the dirt and have him/her put the correct number of rocks, or beans, or noodles, or whatever next to the number. This is a great activity to see if your child can match the written number with counting objects.

Additional Activities



- Have your child tell you how many of each body part he/she has. How many noses? How many eyes, ears, chins, fingers, etc.
- Select five index cards. On the left-hand side of each card, write a numeral from 1 to 5. Then, on the right-hand side, punch the matching number of holes with a hole punch. Let your child count the number of holes in the cards and say the matching numerals.

- ◎ Cut the numbers 1 to 5 out of poster board. Set out glue and small objects, such as buttons, toothpicks, cotton balls or circle stickers. Help your child glue matching numbers of small objects on their poster board numbers. (One toothpick for the number 1, two buttons for the number 2, etc.)



- ◎ Cut five apple shapes out of cardboard. Cut one finger hole in the first shape, two in the second, and so on. Color the apple shapes red, and mark each one with the number that matches the number of holes in it. Let your child choose an apple shape. Then, ask him/her to stick his/her fingers through the holes and name the number of "worms" he/she sees.

- ◎ Divide a paper plate into six equal sections and label the sections from 1 to 6 by drawing sets of dots. Write a number from 1 to 6 on each of six spring-type clothespins. Let your child clip the clothespins to the matching numbered sections on the circle.

- ◎ Make a blank book for your child by stapling ten pieces of white paper together with a colored paper cover. Write "My Counting Book" and your child's name on the front. Number the pages in the book from 1 to 10.



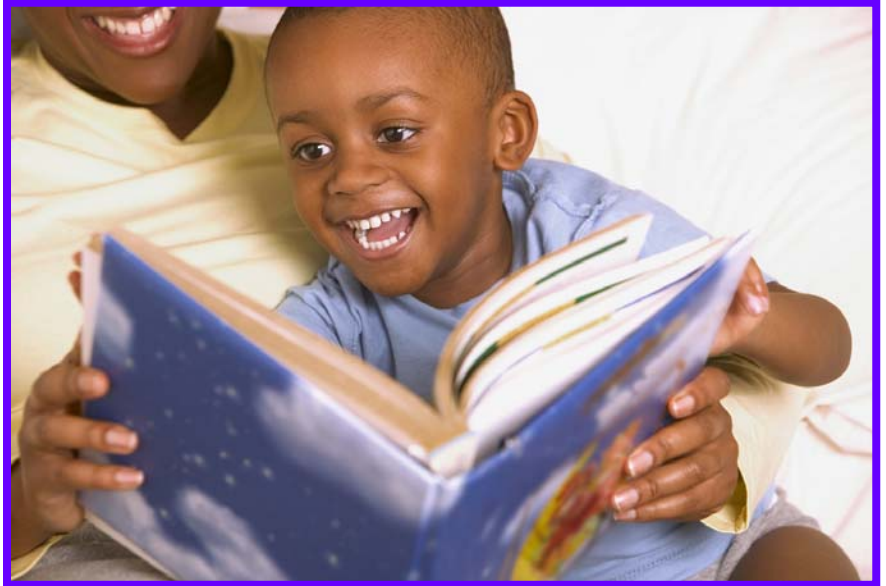
Let your child look through magazines or catalogs and tear or cut out small pictures. Then have him/her glue one picture on the first page of the book, two pictures on the second page, and so on.

Activities for AbC's

Your child needs to know the ABC's before entering kindergarten

Activity 1

Practice with your child so that he/she recognizes the alphabet by looking at different printed material around the house. Point to the different letters and have your child repeat them after you. You can do this anywhere – walking, you can look at signs, or even driving down the road. In the grocery store, you can pick out letters on different packages and ask your child to tell you what they are. Remember that you will have to say the letter and let your child repeat it after you until he/she can start recognizing the letters on his/her own.



Activity 2



A neat activity to do with letters is to take a Zip-loc bag and fill it with a little shaving cream. Then, make a letter by pressing into the bag and having your child trace it. Remember, state what letter it is a few times during this activity so that your child will start relating the letter's name to the way the letter is formed. After the child traces the letter, smooth the shaving cream back out and ask your child to make the letter by him/herself. Your child will probably not be able to do it the first time, but will be doing it by him/herself with a bit of practice.

Activity 3




Alphabet cereal is a great thing to use when teaching your child the letters. Your child can pick out different letters and tell you what they are. You can also ask him/her to hand you certain letters out of the cereal. The best thing about this activity is that your child is learning the alphabet while having a healthy snack.



Activity 4

Select several sheets of construction paper and draw a large letter on each sheet. Invite your child to create the letters by placing shoelaces on top of the letter on the sheets.

Additional Ideas

-  Make letters out of Play-Doh. Have your child try to make the same letter.
-  Trace a letter on your child's back with your finger. Ask him/her to guess what letter it is.
-  Make a book of letters with your child using pictures of objects that start with the letter. "A is for Apple," etc.



Activities for Body Parts

Your child should be able to recognize and name the following body parts: head, ears, eyes, nose, mouth, shoulders, stomach, arms, elbows, legs, knees, hands, fingers, feet, & toes

Activity 1

Mirror fun. Stand still in front of a mirror. Use an erasable marker pen to draw funny features on your child's reflection.



Activity 2

Use a paper plate to make a mask by cutting out the eyes and nose. Then, draw features on the face using crayons. Use a string or loose rubber band to place the mask on your child's head. Practice identifying, with your child, the different parts of the face.



Activity 3

To help your child learn about body parts, ask him/her to lie on his/her back on a large sheet of paper. Draw his/her outline on it and encourage him/her to color his/her various body parts on the paper. This chart will help you measure his/her growth when you decide to repeat the process again.

Activity 4

Point to different body parts on your child and have him/her name them. This is a way for your child to become familiar with his/her body parts and their names.



Activity 5

Play “Simon says” with body parts. Tell your child to touch a certain body part by saying, for example, “Simon says touch your toes,” Try to trick your child and just say, “touch your nose.” The child isn’t supposed to move his/her hands if you do not say “Simon says.” This is a fun game for you and your child to play.



Simon Says...



Activity 6

Can you guess me? You can give your child clues about a body part and have your child guess what body part you are talking about. For example, “I am a body part that I smell with. What am I?” The child should say, “nose.” This is a great activity to see if your child understands the body parts and what he/she can do.



Songs

Head, Shoulders, Knees and toes

Head, Shoulders, Knees and toes

Knees, and toes

Head, Shoulders, Knees and toes

Knees and toes

Eyes and ears and mouth and nose

Head, Shoulders, Knees and toes

Knees and toes



Hokey Pokey

You put your right foot in.

You put your right foot out.

You put your right foot in and shake it all about.

You do the hokey pokey and you turn yourself around.

That's what it's all about.

(continue doing this with all the different body parts)

Additional Ideas

🔗 If you have two or more children, they can partner up. If not, then you can partner with your child. As you call out body parts, each partner touches that body part to his/her partner's corresponding part. "Toe to toe! Elbow to elbow! Knee to knee!" Then, try calling "finger to shoulder," "lips to ear," or "heel to back." Experiment with connecting cheeks, thighs or knuckles.



Spanish Nursery Rhymes



La Víbora De La Mar



A la víbora de la mar, de la mar
Por aquí pueden pasar.
Los de adelante corren mucho
Y los atrás se quedaran, tras, tras, tras.
Una mejicana que frutas vendía
Ciruelos, chabacanas, melones y sandias
Verbena, verbena, jardín de matatena.
Campanita de oro déjame pasar
Con todos mis hijos menos el de atrás, tras, tras, tras.
Será melón, será sandia, será la vieja del otro día`.



Brinca la Tablita

Brinca la tablita
Yo ya la brinqué
Bríncala de vuelta
Yo ya me cansé.

Dos y dos son cuatro
Cuatro y dos son seis
Seis y dos son ocho
Y ocho, dieciséis





Señora Santana

Señora Santana
¿Por qué llora el niño?
Por una manzana
Que se le ha perdido



Ya no llores niño
Aquí tengo dos*
Una pa' la Virgen
Y otra para ti.



El Ratoncito

Aquí viene un ratoncito
Le cae un agua cerito
(Use your hands to show rain in the air)
Y corriendo, corriendito
(Pretend the mouse is running up the arm of the child)
Se metes a su agujerito.
(Pretend the mouse hides in the armpit of the child)





Una Rata Vieja



Una rata vieja que era planchadora
por planchar su falda se quemó la cola
se puso pomada y se amarró un trapito
y a la pobre rata le quedó un rabito

lero lero lero

lero lero la

esa rata vieja no sabe planchar.



Cinco Elefantitos

Juego de dedos

Cinco elefantitos, éste se cayó,
Cuatro elefantitos, éste se perdió,
Tres elefantitos, éste se enfermó,
Dos elefantitos, éste se murió.
Ahora queda uno, uno se quedó,
Y este elefantito, ¡me lo llevo yo!

¡Me lo llevo yo!



El Chorrito

Allá en la fuente había un chorrito
Se hacía grandote, se hacía chiquito
Estaba de mal humor el pobre chorrito tenida calor.
Estaba de mal humor el pobre chorrito tenia calor.



Additional Ideas to share with Parents

- ☑ **P**arents are the best role models for their children and because of this will influence what they learn before, during, and after their academic years. Teachers will inspire them in the classroom; parents will inspire them for a lifetime. From infancy, parents, family members, caregivers, and friends delight in every achievement a baby makes - from the first lift of their head, to sitting up, crawling, eating solid food to walking. The natural learning process does not end there. Parents can give their children a jump-start on their formal education by integrating important concepts and skills into their everyday play. Anything new becomes fun to learn to a child when turned into a game, song, or activity to engage in with their parents or caregiver.



- ☑ **L**earning is natural as a child grows. Teaching your children new ideas will aid in their mental, social, and physical development.
- ☑ **T**he Basics: Letters, numbers, colors, shapes. Saying the alphabet and counting, as well as recognizing the actual letter and number.
- ☑ **C**alendar: Seasons, the days of the week, months, holidays. Anticipating the weather for the coming seasons and what activities are associated with that time of year. Discuss the difference between weekdays and weekends, associating weekdays with work or school and the weekends with free time and play.

☑ **Early Math:** Opposites, directions, patterns - from simple ideas to big/little and up/down to what comes next in a sequence of red-yellow-red-blank.

☑ **Time:** Yesterday, today, tomorrow, basic principle of telling time. Tell stories of activities or family outings and when they did or will occur. Such as "Yesterday we went to the zoo, remember seeing the elephants?" or "Tomorrow daddy will be home from his trip."



☑ **Road:** The purpose of stoplights and street signs, the general guidelines of driving and the importance of following the rules. Introducing red means stop, yellow means slow, and green means go - to recognizing a stop sign and pointing it out each time you stop while driving.

☑ **Social:** Emotions, manners, sharing, taking turns, how to make friends. Develop a list of rules for your household and point out that they apply to everyone, not just the child. For example, "We don't hit" instead of "You don't hit."

☑ **Science and Nature:** Insects, trees, weather, growing a garden, flowers. Plant a flower or vegetable garden and let your child help each step of the way. Describe how the seed, with care, will grow into a tomato or tulip, for example.

☑ **Music:** Instruments, music types, dancing, singing. Allow your child to listen to music and do whatever feels natural to them. With repetition, you will begin to hear your child sing along or anticipate what comes next in a song.



- ☑ **A**nimals: Farm, zoo, sea, pets, dinosaurs (type, location, sound). Visiting animals in person as well as reading about them reinforces what makes each animal different.

- ☑ **I**dentify: Body parts, name, street, age, the idea of growing bigger, hygiene. Each time you help your child brush his/her teeth, bathe him/her, or get him/her dressed is an opportunity to point out body parts and hygiene.

- ☑ **J**obs: What people do to contribute to a community or neighborhood.

- ☑ **R**eading: Basic principles, such as, recognizing how letters together make words, words together make sentences, sentences together make up their story. In addition, the way to read from the top to the bottom of the page, left to right.

- ☑ **S**peech and **L**anguage: Build new words into phrases, sentences, and eventually into conversations. Pay attention to your child's articulation, or the way that he/she makes each letter sound. Each sound in speech falls in the beginning, middle and end of words. It is important to notice, for example, how your child pronounces the "b" sound as in ball, rabbit and tub.



Migrant Education Program

EXITO

Forms

- Name: _____
- Date of Birth: _____
- County: _____



EXITO ~ Parent: Training Check List

Parent Name(s): _____

Child Name: _____ Date: _____

Trainer Name: _____

(Please place your initials in the box after you have explained or completed the task)

- 1) Build a relationship of trust ~ get to know the parent(s). Take some time to explain why you are there and how you wish to empower them to be able to better prepare their children for school. Explain the importance of language development of the concept of *prior knowledge*. If children know all of the colors, numbers, shapes, and body parts in Spanish, it will be a lot easier for them to transfer that knowledge to English.
- 2) Explain to the parent(s) that you are not going to be teaching their children ~ you will be teaching them how to teach their children.
- 3) Tell them about the importance of the skills that they will be teaching: Numbers, colors, shapes, alphabet, & body parts.
- 4) Explain that the purpose of the program is to train them to effectively “play” with their children and to help them learn what they need to know, as parents who are supportive of their children’s education. Also, explain that if they do not do the activities with their children, you will not be able to do follow-up visits.
- 5) If the parent(s) agree(s) to work with their child(ren) to help them master these subjects, have them sign the Agreement Form and give them a copy. Ask permission to pre-test the child.
- 6) Test the child(ren) using the Child Evaluation Checklist as a pre-test. Make it a game. They do not need to know they are being tested. Evaluate each child independently.
- 7) Explain to the parent(s) the results of the evaluation.
- 8) Depending on the mastery level of the child(ren), let the parents know how many visits you would like to make. For example, if they have mastered two of the subjects, then instead of 10 visits you would then you would only have 6 visits to complete) # of Visits:

- 9) Answer any questions.

EXITO ~ Child: Evaluation Checklist (Administered as a Pre-Test)

Child Name: _____

DOB: _____ Date: _____

Numbers

The child visually recognizes the following numbers (circle):

1 2 3 4 5 6 7 8 9 10

The child can count to _____ (1-10) without verbal prompting

The child doesn't count

Colors

The child recognizes the following colors (circle):

Red Orange Yellow Green

Blue

Purple Black Brown White

Pink

Letters

The child can recite the alphabet **with** or **without** (circle) verbal prompting

The child recognizes the following letters of the alphabet (circle):

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Shapes

The child recognizes the following shapes (circle):

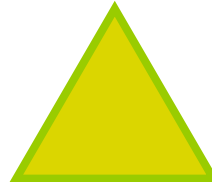
Square



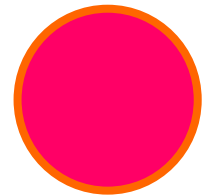
Rectangle



Triangle



Circle



Body Parts

The child knows the following parts of his/her body and can point at the corresponding part and say what it is (circle):

Head Arms Legs Nose

Shoulders Eyes Ears

Mouth

Toes Fingers Hands

Knees Elbow Stomach

Feet



The child can point to the following body parts

but cannot say the name (circle):

Head Arms Legs Nose Shoulders Eyes Ears

Mouth

Toes Fingers Hands Knees Elbow Stomach Feet

EXITO ~ Parent Pre-Training Survey

Parent Name(s): _____ Date: _____

Trainer Name: _____

1) How often do you read to your child?

- 1 time a week
- 2 times a week
- 3 times a week
- 4 or more times a week
- I never read to my child

2) Do you have appropriate level reading books in your home for you to read to your child?

- Yes
- No

3) Are you aware of what skills your child needs to know in order to be prepared for kindergarten?

- Yes
- No

4) Have you worked with your child on any of the following topics (please circle all that apply)?

Numbers Letters Shapes Colors Body Parts

5) Do you have any ideas on how to teach these subjects to your child?

- Yes
- No

6) Do you think it is important to teach your child in Spanish?

- Yes
- No

7) At what age do you think it is important to start working with your child on building learning skills?

- 1
- 2
- 3
- 4
- 5
- 6 or older

8) Is there anything you are particularly interested in learning related to ideas on how to work with your child? _____

EXITO ~ Parent Post-Training Survey

Parent Name(s): _____ Date: _____

Trainer Name: _____

1) How often do you read to your child?

- 1 time a week
- 2 times a week
- 3 times a week
- 4 or more times a week
- I never read to my child

2) Do you have appropriate level reading books in your home for you to read to your child?

- Yes
- No

3) Are you aware of what skills your child needs to know in order to be prepared for kindergarten?

- Yes
- No

4) Have you worked with your child on any of the following topics (please circle all that apply)?

Numbers Letters Shapes Colors Body Parts

5) Do you have any ideas on how to teach these subjects to your child?

- Yes
- No

6) Do you think it is important to teach your child in Spanish?

- Yes
- No

7) At what age do you think it is important to start working with your child on building learning skills?

- 1
- 2
- 3
- 4
- 5
- 6 or older

8) Is there anything you are particularly interested in learning related to ideas on how to work with your child? _____

Exito ~ Roster/Checklist

Student: _____

Grade: _____ Age: _____ Sex: _____

Address: _____ Phone: _____

Number of Visits: _____ Parents Interested: Yes No

	Date	Comments
COLORS		
Visit 1		
Visit 2		
SHAPES		
Visit 1		
Visit 2		
NUMBERS		
Visit 1		
Visit 2		
ABC		
Visit 1		
Visit 2		
BODY PARTS		
Visit 1		
Visit 2		

EXITO ~ Parent: Agreement Form

Parent Name(s): _____

Child Name: _____ Date: _____

Trainer Name: _____

I, _____, agree to work with my child(ren) on basic activities
Parent Name

that will help them develop the skills that they will need to be better prepared for kindergarten. I agree to be present for each training session conducted and understand that my participation is a requirement of this program. I understand that if I do not conduct the activities I am trained on with my child(ren), all of the training visits will cease.

Parent Signature

Date

Trainer Signature

Date